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ABSTRACT

Project SELECT (Strategies for Equalizing and Linking Education and Career Training) is a means of promoting sex equity in vocational education and career preparation. SELECT consists of three handbooks for middle or junior high school students, teachers, and parents and a resource booklet entitled "Women at Work." These materials are designed to help show that significant change is occurring in vocational education due to the increased number of women now working outside the home and other changes taking place in American society. This document includes the handbook for teachers and is divided into five units. These units provide information and activities to help the student in the following areas: (1) thinking about career options open to them; (2) understanding the laws promoting sex equity in education; (3) exploring individual interests, abilities, and training needs; (4) becoming more aware of social changes, especially changes in the labor market for women; and (5) utilizing this handbook and other resources in planning for the future. A glossary of important terms is also included. (BM)

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# SELECT...
## from all your options

ED183922

# Teacher Guide
TO VOCATIONAL EDUCATION

By
Shirley B. Cathie

Spring, 1979

Produced By
Educational Improvement Center-Central
Thomas J. Rookey, Executive Director

CE 024 596

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NATIONAL INSTITUTE OF EDUCATION

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## *INTRODUCTION*

*Helping student discover themselves---their talents, abilities and aptitudes, in relation to the world around them is responsibility shared by the home, the school and the community. Since most individuals will work for approximately 40 to 50 years of their life, serious thought should be given to how those years will be spent. Students need to know what their options are and how best to prepare for the world of work.*

*A person's job or career determines their standard of living and their life-style. These guides (the SELECT Handbook Series) are designed to assist students, parents and teachers in examining vocational options. It is hoped that users will elect non-traditional jobs and careers for exploration.*

*In an age of technology, it makes sense to encourage students to consider vocational training options. Vocational education has accepted the challenge to put forth every effort to counsel, recruit and prepare students, regardless of their sex, for work when they leave school.*

*State and Federal Laws protect students from discriminatory practices in school. Because of the need of vocationally trained workers, vocational education is responding to the need to eliminate sex bias, sex discrimination and sex stereotyping in all vocational programs, encouraging students to consider all options before making decisions about any career choice. The laws and the changing attitudes of educators, workers and employers all help to point students to the many vocational options available to them.*

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*The Contractors undertaking this project were encouraged to express fully their judgements in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.*

## KEY OBJECTIVES

| | OBJECTIVES |
|---|---|
| SEX-FAIR VOCATIONAL EDUCATION | A. Students will identify non-traditional vocational education and careers as options for both sexes based on student's interest and abilities.<br><br>B. Students will identify sources of information about various types of paid and unpaid jobs, careers and avocations. |
| CHANGE IN EDUCATION AND IN THE SOCIETY | A. Students will become aware of changes taking place in the school and on jobs to attract both boys and girls to vocational training.<br><br>B. Students will recognize change in types of paid and unpaid work in which both males and females are involved.<br><br>C. Students will be aware of role changes of males and females at home and in the community. |
| ATTITUDES TOWARDS VOCATIONAL EDUCATION FOR BOTH SEXES | A. Students will be aware of positive attitudes among teachers and other school personnel regarding school programs that encourage boys and girls to select options that may be different for one sex or the other. |

Because there are almost as many women as men in the labor force, both women and men and young people must be encouraged to choose careers for which they are best suited. Career awareness and career exploration is essential to career preparation for girls and boys. Some of these youngsters may be interested in vocational education. Be supportive and help foster sex equity in vocational education programs for all students.

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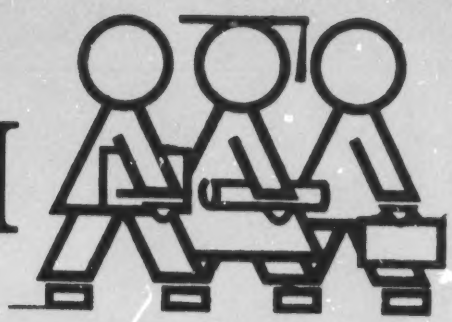
# UNIT I



SELECT...From All Your Options

Changes in our society...the work force, and the need to prepare all youth for productive and satisfying lives when they leave school for work, require that students know what their options are. The following statements express our feelings about equal opportunity for all students in vocational education and career preparation programs.

WE BELIEVE....

_____ Schools are responsible to help students to develop minds, skills, physical abilities and attitudes that will help them get the most out of life;

_____ Laws alone will not do the job, we must PROMOTE equality in vocational education and career preparation;

_____ Women can and should be trained for paid work outside the home if that's their preference or need;

_____ Both sexes, female and males, should have equal opportunity in vocational education and career preparation;

_____ School and home should work together with community to provide sex equity in education and work;

_____ Females, in growing numbers, will continue to work outside the home for wages;

_____ Students need encouragement to enroll in vocational courses, shops and work related programs;

_____ When students feel free to SELECT what interests them, they will achieve more; they will realize their strengths and weaknesses, develop their talents and improve their skills.

If you are a male or female seeking ideas and suggestions for your future then you should Think Non-Traditional. Today many careers and job opportunities are open to male and female alike. More and more jobs are opening to women, and men and women are working side by side on the job.

Men, women and employers are becoming more and more aware of the need to hold non-sexist attitudes about jobs and career possibilities. The skills and abilities of both men and women are equally important in today's labor force.

There are about 215 million people in the United States of America. A very large number of these people are working in only a few occupations that have been identified by the Dictionary of Occupational Titles.

It is hoped that myths and stereotypes related to "men's" and "women's" jobs and careers will be erased so that everyone will feel free to Select from the options they have. Women who have been grouped in a few occupations, and men who have shied away from jobs such as nurse, child-care worker or stenographer will feel more comfortable making these choices.

Fortunately, we do have help in putting down sex-discrimination and sex role biases. We have the laws. We have affirmative action programs and we have people interested in bringing about the needed change. This will mean equality for both sexes. Men and women, boys and girls, can feel free to enter non-traditional jobs without the fear of being labeled or considered an "oddball." Vocational education is moving forward to help boys and girls consider all their options before making career decisions.

## WHAT IS SELECT ABOUT?

Select is a series of three handbooks; one each for STUDENTS, PARENTS and TEACHERS. This Handbook for students is designed to help you:

_____think about the many career options open to you

_____understand the changes taking place at home, in school and at work

_____consider nontraditional careers

_____become aware of laws promoting sex-equity in education

_____explore your interest, abilities and training needs

_____plan your life at school for the future with your parent(s) and teachers as a team.

YOUR SELECT PLANNING TEAM

We hope that you will use this handbook as a guide and seek other information about the areas that interests YOU.

SELECT...from all your vocational and career options!

TEACHER NOTE . . .
*EXPLORING CAREERS which coincide with the aspirations of parent(s) and students is IMPORTANT! THE TEACHER IS VALUABLE AS RESOURCE person to coordinate TEAM efforts.

## SELECT is About Careers

Why should you think about careers and work? The answer is very simple. You should think about careers and work because you, like most people, will work some day to earn a living for yourself or for yourself and a family. Earning a living is part of the responsibility of being an adult.

A good portion of our lives is spent preparing for adulthood in the world of work. Actually, most people spend many years in the paid work force. Work is valued in our society.

Think back to the time when you first started school in kindergarten. Do you remember some early thoughts you had about what you wanted to be? Although very young, you thought about work. As a very young child, you learned that work is important! You probably visited many places of work such as the fire house, a bank, a farm or a large grocery store. The idea was to acquaint young students with various kinds of jobs.

You, as most other people will some day work for pay. How much have you thought about occupations? Exploring early, the options open to you will help you decide about your paid job.

There are at least 35,000 occupational choices today! Start now if you have not before, to explore some of these jobs.

Read the occupations listed on the next page. Think about some duties related to the job and whether you would or would not like to do that kind of work.

# OCCUPATIONS CHECKLIST

Below is a list of occupations. Next to each occupation are three colums: Both, Female, Male. For each occupation, check the box you think is the type of person that could or should have that job. If you do not know what the occupation is, leave the spaces blank.

I am a female_____. I am a male_____. (Check Which) I am in Grade___.

| | Both | Female | Male |
|---|---|---|---|
| Cook | | | |
| Fashion Designer | | | |
| Baker | | | |
| Doctor | | | |
| Engineer | | | |
| Teacher | | | |
| Librarian | | | |
| Car Dealer | | | |
| Secretary | | | |
| Store Owner | | | |
| Disc Jockey | | | |
| Bookkeeper | | | |
| Pharmacist | | | |
| Butcher | | | |
| Principal | | | |
| Interior Decorator | | | |
| T.V. Newscaster | | | |
| Travel Agent | | | |
| Chef | | | |
| Nurse | | | |
| Architect | | | |

| | Both | Female | Male |
|---|---|---|---|
| Fire fighter | | | |
| Pilot | | | |
| Babysitter | | | |
| Judge | | | |
| Telephone Operator | | | |
| Accountant | | | |
| Auto Mechanic | | | |
| Athlete | | | |
| Truck Driver | | | |
| Florist | | | |
| Artist | | | |
| Carpenter | | | |
| Poet | | | |
| Chemist | | | |
| Lifeguard | | | |
| Bricklayer | | | |
| Plumber | | | |
| Dancer | | | |
| Chauffeur | | | |
| Housekeeper | | | |
| Factory Worker | | | |

As resource person:

1. Review the occupational check list with the class.
2. Discuss results students get from answering the questions with them in large or small groups.
3. Introduce the students to resources which might provide them with information about jobs and occupations, job outlook and possible salaries.

More Occupations Checklist
Page Two

| | Both | Female | Male | | Both | Female | Male |
|---|---|---|---|---|---|---|---|
| Airline Attendent | ___ | _____ | ___ | Bus Driver | ___ | _____ | ___ |
| Police Officer | ___ | _____ | ___ | Musician | ___ | _____ | ___ |
| Dentist | ___ | _____ | ___ | Banker | ___ | _____ | ___ |
| Newspaper Reporter | ___ | _____ | ___ | President | ___ | _____ | ___ |

Total your columns and compare your responses with others in your class.

Source: State of New Jersey Department of Education, Office of Equal Educational Opportunity

SELECT....IS ABOUT CHANGE!

As youngsters we were told that boys should be policemen and girls should be secretaries. But, today, what's wrong with a female police officer and a male secretary? When one assigns special jobs and behavior patterns to persons because of their race, sex, religion, national origin or for most any other reason...this is known as streotyping people. Stereotyping leads to discrimination, and discrimination is damaging to both sexes. When things and ideas become outmoded and dilapidated...we get rid of them and get others that are more useful and satisfying. We change when change is needed, and sometimes we change to be different and exciting...to do what pleases us.

There are many changes in lifestyles today. More females are finding it exciting to have careers that take them outside the home to work. This does not mean that some females should not be homemakers, if that's what they want and enjoy doing.

More and more women and men are sharing home responsibilities, taking care of the children, the house, shopping for the family. Both women and men are working to support the family. Often both spouses work for pay because it is necessary to provide the family with the things in life that are important to them. We believe this is fine!

Take a look in the shops and labs in your school. Look in the shops, recreation spots and other places in your community. Do you see any change in the kinds of work and activities males and females doing? Do you see men and women working? Do you see women and men doing the same kind of work? You should because these are some of the changes taking place in our world.

Some of society's "rules" are now changing. People are beginning to believe that there is no such thing as "women's" work and/or "men's" work. There is work! Work to be shared equally!

Old STEREOTYPES have no place, today, in education and work.
"Male" and "Female" labels and assignments have struck OUT!

STRIKE 1.....More women are in the paid labor force supporting their families!

STRIKE 2.....More women and men are needed to fill non-traditional jobs which require vocational training!

STRIKE 3.....The laws are against SEXISM, they're FOR equal education, vocational training and job opportunities for BOTH sexes!

SEXISM IS OUT!

One of the main reasons why education is changing its training programs is that the role of women as paid workers outside the home has gained a lot of attention. In times past, schools were justified in preparing women for homemaking and men for wage earning based on what they did in society. Today, these roles are shared. In some cases they are reversed.

HOW MANY women in your family work outside the home?_____
DOES a male you know do the family shopping or cooking?_____

## THINKING ABOUT "FEMININE" AND "MASCULINE" BEHAVIORS

When people try only those things that are common to their sex, they limit themselves. When they assign certain actions to one sex or the other, continually, then, this becomes stereotyping. Stereotyping is wrong! By working together with other students, parents, teachers, counselors and community you can do a great deal to help change discriminatory practices in your school and especially in vocational education.

CLASSES?

JOBS?

CAREERS?

Today, most vocational schools and programs are not geared to one sex or the other. A lot of work and thought is put into planning and offering good solid vocational programs to help girls and boys acquire the skills they need for life.

No longer do we see homemaking and consumer education being offered exclusively for females. Nor is it possible or feasible to offer the shop courses like woodworking, automotives and electronics exclusively for males. Skills learned in these courses are needed by all! Be Free! SELECT what you want and need.

## Select is About...CHANGING ATTITUDES

Although many people still believe in the old stereotypes, others are trying very hard to change them. They want to bring about equality in education and work for males and females.

Modern equipment has made homemaking much less time consuming than before. There is more time for recreation and part and full-time jobs outside the home. Many women have decided to use their time working to earn money in the work world. Some are trained, others need training for work. Attitudes are changing about women working.

ATTITUDES are changing at school. Schools are aware that boys and girls want and need skill for work. Schools can no longer afford to have different education for boys and girls. Those who want and need vocational education should have that option. Vocational training and shops are for whoever wants them. Vocational skills are fine to have whether you use them for work or not. Some people use vocational skills for leisure time activities and hobbies. Changed feelings make it easier for young people to prepare for the kind of future that seems satisfying to them.

Know what your options are in the world...Know what is right or best for you in school...For the future, know what you might like to do in the world of work!

You probably will change your mind many times before making serious career choices. That's not bad. Get the information and help needed to pursue your interests. Choose what you are good at and what you like regardless of your sex. Be Free SELECT...from all your options!

Answer Yes or No in the space provided.

_____We stopped at a gas station and a woman was pumping gas.

_____I have dialed the operator on the phone and a male voice has answered.

15

## BLASTING BARRIERS

Barriers are things that block or stop! Barriers in vocational education are being BLASTED. Barriers are created when girls and boys are guided into traditional programs that are for females only, and males only. Barriers are created when people do not have free choice. Barriers are not always set up on purpose. Old ways can become barriers...treating boys and girls differently because of their sex has become a barrier...and MUST be Blasted!

Sexism and sex-role stereotyping MUST be blasted!

People are breaking through barriers in order to find out what are their interests and aspirations.

Some people have to break through different barriers to take advantage of opportunities that come to them.

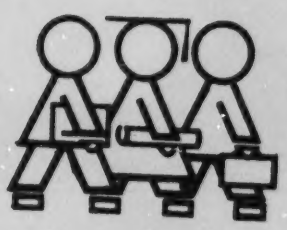
SELECT...IS ABOUT YOUR FUTURE...

# SELECT... Be What You Want To Be!

Today, we live in a world where there are so many things to do...and be! Sometimes it is very difficult to decide on any one thing from all the alternatives. Your are encouraged to start NOW thinking about your future and the choices open to you. Some choices will be old and some will be new ones. Maybe you haven't thought about it, but there will be jobs and careers in the future that do not exist now. Take advantage of all options. Be Prepared...Plan Your Future. Seek the help of teachers and parents to explore jobs of the future.

Remembering that in the future there will be as many women as men working, be willing to try courses at school, jobs and other experiences related to careers that you know and others that will be available for future employment.

Be free to delve in...SELECT...explore or try what is right for you. That's what this series is all about!



## WHY SELECT?

"SELECT" is for girls and boys. We hope that you will learn more about yourself and others, and about various vocational and career options available to you whether you are male or female. In order to make good decisions about what you want to be, you need to know Who You Are, What You Like and Don't Like, What You Can and Can't Do, and What kind of work you might enjoy preparing for and doing.

It is important that students know about the realities of the adult world. "Select" points out to you the change taking place and what needs to be done to free both sexes "to be" in school and at work. Since women and men will continue to work side by side, young people will need to learn together in school side by side. This means learning and trying things like drafting, electronics, consumer and homemaking education for boys and girls.

Very often we are afraid to try something new because we are afraid to be different. At times we are afraid to be different because we are taught at home and school to conform to certain ways of acting, choosing, playing and working. Barriers frighten us too; we are afraid to try to go over them.

SELECT because...today there are many more options.

There are many different kinds of jobs for women and men.

There are various ways of preparing for careers.

Vocationally trained workers are needed to fill a wide variety of jobs.

Think about some New and different vocational or career choices. It might be fun to compare them with jobs of the past. Then try to project your thinking to what will be in the future.

Like Drafting?

SELECT AND TRY THE ONES THAT SEEM TO INTEREST YOU EVEN THOUGH THEY MAY BE UNUSUAL FOR YOUR SEX.

Like Machinery and tractors?

Be free....SELECT what is right for you. That's what this series is all about!

Some choices may seem to be for one sex or the other. It's O.K. to be non-traditional.

Think you like out-of-doors work?

Answer Yes or No

_____ I have a woman police officer in my town.

_____ I have seen a male nurse.

## LOOKING BACK...

Women in our country have been trying for a very long time to achieve equal rights. Sex discrimination is part of the history of our country. Discrimination hurts everyone. Both males and females feel the effect of sex discrimination no matter where it is. Career planning and vocational education for women are areas where sex-bias was shown. Vocational educators are trying to correct this problem.

It's no secret that vocational education in the past has been almost all male. Exceptions may be homemaking, business education and cosmotology.

It is difficult to give all the reasons why girls have been so limited in their choices. One reason is that for years some people have held on to certain attitudes about vocational training for girls and boys. Some of these feelings were learned from older generations and handed down to children by parents, older friends, teachers and others they see from day to day. Fortunately, these feelings are not as strong now. More and more people are considering individual needs.

Looking Back, it was usually males not going to college who received vocational training...BUT that's just not true today! TIMES HAVE CHANGED! Some females are enrolling in vocational programs. Hopefully, more girls will become aware of this important option. Also, students who expect to go to college find it desirable to take vocational courses.

Years ago, there were female and male roles . . . female and male jobs . . . Then, there were few options from which to SELECT?

Earlier in the history of our country females worked at home...caring for the home and the family.

Also...some women worked as teachers of young children...the home was the classroom.

Men worked outside the home to earn a living for the family. They were the Breadwinners!

Young women who worked outside the home were expected to be secretaries. They worked in factories or as nurses. Women were expected to work only a short time before they married and settled down with a family.

Today, women are working and having families because they enjoy having a career. They may work because it is necessary. Regardless of their reasons, it is true that many more women are in the work force.

SUGGESTION: Assign students research projects

1) Work in early America
2) Jobs of the year 2000
3) The job I would like

## IN THE PAST...

Young children were taught...

...Daddies were smarter than mommies

...Boys were stronger than girls

...Girls cry

...Boys are brave

...Girls were quiet and industrious

...Boys were rough and ready

Today young children are taught not to form stereotypes about males and females; they are encouraged to act as individuals and be what they want to be. Do you remember hearing this as a child?

### THE OLD VERSION

What are little boys made of? Made of?
What are little boys made of?

Snips and snails and puppy dogs' tails.
That's what little boys are made of.

What are little girls made of? Made of?
What are little girls made of?

Sugar and spice and everything nice.
That's what little girls are made of.

# NEW VERSION

What are all children made of? Made of?
What are all children made of?

Sugar and snips and snails and spice,
And puppy dogs' tails and everything nice.

That's what all children are made of.

## EXPAND YOUR VOCABULARY

Some of the terms we've been using may be new to you. That's fine! Using the words and thinking about them will help expand your vocabulary. You should be familiar with such terms as:

| | |
|---|---|
| stereotype | opportunity |
| traditional | exploration |
| non-traditional | sexism |
| sex fair | vocational education |
| conform | barrier |
| investigate | sex role |
| discrimination | attitude |
| equal | unequal |
| regulation | enforce |

## CHECK IT OUT

Use the remainder of this sheet to jot down your own definitions. Then, use a dictionary to check yourself. How accurate were you?

## OTHER VOCABULARY WORDS

| | |
|---|---|
| Attitude | Labor market |
| Career preparation | Amendments |
| Legislation | Employment |

Actions:
1. Invite people who are in non-traditional jobs to speak to your class.
2. Show and discuss films such as "The Apprentice".
3. Collect newspaper articles about people who are doing jobs that are new, different or unusual.

## WHAT IS SEX EQUITY???

Sex equity means that both sexes, males and females are allowed to participate.

In schools, this means that there are NO school programs that are "for boys only" and NO games, classes or activities that are "for girls only."

Boys and girls are given equal chance to gain knowledge and experience in all areas of their interest. Both are free to participate in training, shops and labs of their choice, as well as any subject or activity for which they are qualified in their school.

When we <u>prepare</u> girls and boys with different skills because of their sex... That's Sex Discrimination!

When we <u>think</u> that girls and boys should act differently and have different kinds of school programs because of their sex, then that's Sex Bias!

Sex discrimination is how we act. Sex bias is how we think. Neither is helpful to young people!

## EXAMPLES:

1. SEX DISCRIMINATION
BOY-O-BOY! NO GIRLS ALLOWED!
2. SEX-BIAS
I THINK BOYS, NOT GIRLS SHOULD TAKE SHOP CLASSES
WOW! EVERYONE WELCOME! BOYS AND GIRLS! DYNAMITE!
3. SEX-EQUITY

N.J. OCCUPATIONAL RESOURCE CENTER
BUILDING 871 - NJJCC
PLAINFIELD AVENUE
EDISON, NEW JERSEY 08817

# STEREOTYPING

The following magazine articles are available on stereotyping. The ones with asterisk's (*) in front of them are available at the N.J. ORC.

1. Feminism and School Reform: The Last Fifteen Years. Teachers College Record, v80 n2 p307-15 Dec. 1978.

*2. Beyond Traditional Career Stereotyping. Journal of Career Education, v5 n1 p24-34 Sep. 1978.

3. Sex Bias in Career Education-What the Social Studies Teacher Can Do, Social Studies, 69, 3, 96-102. May/Jun 78.

*4. Occupational Stereotyping in Career Education. Journal of Career Education, 3, 4, 41-9 Spr 77.

*5. Unintended Career Education in the English Classroom. Journal of Career Education, 3, 4, 14-24 Spr. 77.

*6. Vocational Behavior and Career Development, 1975: A Review, Journal of Vocational Behavior, 9, 2, 129-142 Oct 76.

7. Career Development--How Early? Elementary School Journal, 76, 8, 468-474 May 76.

8. Women and the Career Relevance of Mathematics and Science. School Science and Mathematics, 76, 4, 347-353 Apr 76.

9. Wanted: A More Realistic Educational Preparation for Women. Educational Leadership, 33, 2, 118-22 Nov 75.

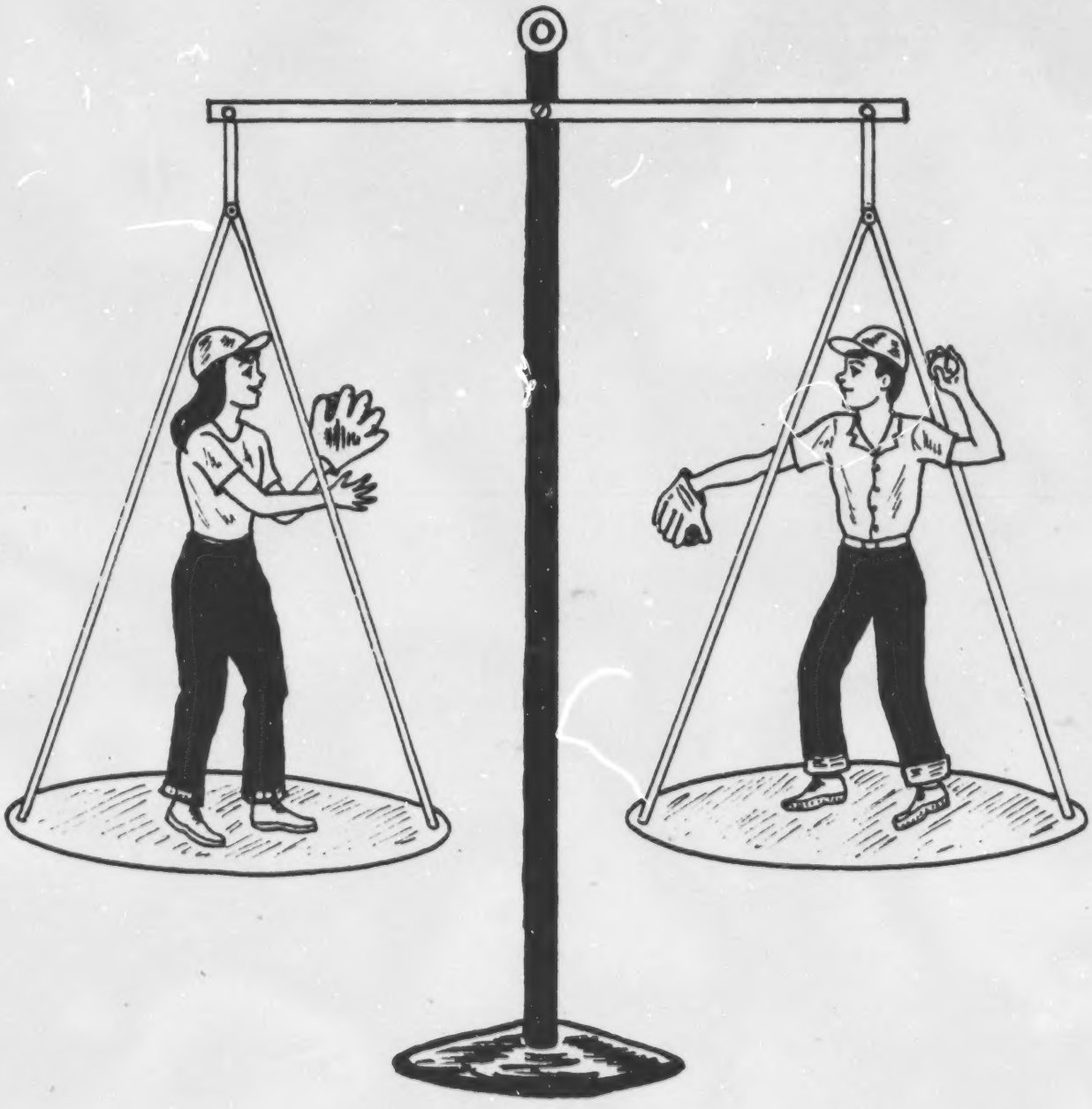
10. Are Your Sex Stereotypes Showing? Elementary School Journal, 76, 2, 70-74 Nov 75.

11. Girls are Females, Boys are Males: A Content Analysis of Career Materials. Personnel and Guidance Journal, 54, 4, 207-211 Dec 75.

12. Exploring Nonconventional Careers for Women. School Counselor, 23, 2, 127-131 Nov 75.

# UNIT II

## LAWS... HELP BALANCE THE SCALES



**Chronology of the laws against discrimination**

**1945** Original law against discrimination passed in New Jersey, the Division Against Discrimination in the State Department of Education and prevented discrimination in employment by employers, employment agencies and labor organizations.

**1949** New Jersey Law Against Discrimination extended to include accommodations including schools.

**1954** The Supreme Court of the United States ruled against racial discrimination in public schools.

**1961** Executive Order 10925 - The first requirement of affirmative action to increase the employment of blacks and other minorities in those sections of private firms involved in federal contracts.

**1962** Age discrimination added to the New Jersey Law Against Discrimination and coverage extended to include labor apprenticeship and other training programs.

**1963** Equal Pay Act as amended by Education Amendments of 1972 prohibited discrimination in salaries and fringe benefits on the basis of sex.

**1964** Title VI of the Civil Rights Act of 1964 barred discrimination - against students on basis of race, color or national origin.
Title VII of the Civil Rights Act of 1964 barred discrimination against employees on basis of race, color, religion, sex or national origin in employment agencies and labor organizations with 15 or more employees.

**1965** Executive Order 11246 as amended by 11375 required firms holding federal contracts of $10,000 or more to provide equal employment through all their business operations and required affirmative action programs.

**1970** New Jersey Law Against Discrimination extended to include discrimination in housing, public accommodations and employment because of sex or marital status.

**1972** Equal Employment Act prohibited discrimination against employees on the basis of race, color, religion, sex or national origin in businesses with 15 or more employees including state and federal governments and educational institutions.

* **1972** Title IX of the Education Amendments of 1972 barred discrimination against students and employees on the basis of sex in all education agencies and institutions receiving federal assistance. New Jersey Education Law 18A: 3620 barred discrimination on basis of race, color, creed, sex or national origin in admissions to public schools in the state.

**1973** New Jersey State Board Resolution on Equal Rights for Women ensures equal access to education for female students in New Jersey schools.

**1976** Title II of the Education Amendments of 1976 requires that states develop and carry out such programs of vocational education so as to overcome sex discrimination and sex stereotyping in vocational education including programs of homemaking, and thereby furnish equal educational opportunities in vocational education to persons of both sexes.

**1977** Section 3 of the Career Incentive Education Act provides that assistance in promoting equal opportunity in making career choices through the elimination of sex bias and stereotyping be available to educational institutions and agencies.
Note: New Jersey has been a leader in eliminating discrimination.

"If you follow the progression of these laws, it's obvious that this society is placing a high priority on achieving a balanced state of equity for all its citizens."

Source: A New Age is Born, Office for Equal Access, New Jersey State Dept. of Ed. Div. of Vocational Education and Career Preparation

STATE OF NEW JERSEY

Department of Education

State Board of Education

## EQUALITY IN EDUCATIONAL PROGRAMS

### 6:4-1.1 Purposes and Objectives

The New Jersey Constitution and implementing legistation guarantee each child in the public schools equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. To assure these basic rights the Commissioner of Education and the State Board of Education have developed these regulations which specifically implement N.J.S.A. 18A: 36-20 and the State Board of Education Resolution concerning sex equality in educational programs. These regulations have also been developed in conformity with relevant Federal and State statutes concerning discriminatory conduct.

### 6:4-1.2 Definitions

(a) "Discriminatory practices" shall mean an action or failure to act based upon race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(b) "Educational activities and programs" shall mean all activities and programs conducted or sponsored by the school either during the school day or after regular school hours.

(c) "School" shall mean every public elementary or secondary school, every regional school, every county vocational school, or any other public institution providing special or general educational services to students from grades K through 12.

### 6:4-1.3 Policy Development

(a) Each local school district shall develop a policy of equal educational opportunity to be adopted as a resolution by the Board of Education The school dsitrict shall inform the community it serves of this resolution by publicizing it in an adequate manner, including but not limited to the districts's customary methods of information dissemination.

(b) Each local school district shall develop two affirmative action programs or plans, which shall include time-tables for corrective action to overcome the effects of any previous patterns of discrimination which may exist and a systematic internal monitoring procedure to ensure continuing compliance.

1. One such program or plan shall include, but need not be limited to, action as required by Section 5, School and Classroom Practices, of this Subchapter.

2. Another program or plan shall include, but need not be limited to, action as required by Section 6, Employment/ Contract Practices, of this Subchapter.

3. The programs or plans shall be made available for review to all interested parties.

(c) Each local school district shall designate a member of its professional staff as the affirmative action officer to coordinate and implement the district's efforts to comply. The progress of the district in complying shall be reported by the Superintendent to the Board of Education as it shall require.

(d) As part of its affirmative action programs or plans, each local school district shall arrange for or provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(e) Each Board of Education shall adopt and approve courses of study, instructional materials, and programs designed to eliminate discrimination and promote understanding and mutual respect between children of different races, colors, creeds, religions, sexes, ancestries, national origins, or social or economic status. Community involvement in this process shall be encouraged.

(f) The local school district shall evaluate courses of study and instructional materials already in use to determine whether they are designed to achieve the objectives set forth in (e) and shall supplement them as necessary where they are not so designed. As the use of such courses and materials is discontinued in the normal course of events, the local school district shall replace them with courses and instructional materials designed to meet the objectives set forth in (e).

### 6:4-1.4 Technical Assistance

The Commissioner or designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for school personnel so as to aid in the elimination of prejudice on the basis of race, creed, color, religion, sex, ancestry, or social or economic status.

### 6:4-1.5 School and Classroom Practices

(a) No student shall be denied access to or benefit from any educational program or activity solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(b) There shall be no differential requirements for completion of course offerings or courses of study solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(c) There shall be no discrimination against students because of pregnancy, childbirth, pregnancy-related disabilities actual or potential parenthood, or family or marital status. A student shall not be excluded from any educational program or activity because of pregnancy or related conditions unless she so requests or a physician certifies that such exclusion is necessary for her physical, mental, or emotional well-being. If she is excluded for these reasons, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.

(d) Public school students shall not be segregated on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(e) No course offering, including but not limited to physical education, health, industrial arts, business, vocational or technical courses, home economics, music, and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(f) The athletic program, including but not limited to intramural, extramural, and inter-scholastic sports shall be available on an equal basis to all students regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. The athletic program as a whole shall be planned to insure that there are sufficient activities so that the program does not deny the participation of large numbers of students of either sex.

1. The activities comprising such athletic program shall receive equitable treatment, including but not limited to staff salaries, purchase and maintenance or equipment, quality and availability of facilities, scheduling of practice and game time, length of season and all other related areas or matters.

2. A school may choose to operate separate teams for the two sexes in one or more sports and/or single teams open competitively to members of both sexes, so long as the athletic program as a whole provides equal opportunities for students of both sexes to participate in sports at comparable levels of difficulty and competency.

(g) School personnel shall not use tests, procedures or other guidance and counselling materials which are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

When informing students about possible career, professional and/or vocational opportunities, school personnel shall in no way restrict or limit the options presented to students on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

6:4-1.6 Employment/Contract Practices

(a) All persons regardless of race, color, creed, religion, sex, or national origin shall have equal access to all categories of employment in the public educational system of New Jersey.

(b) All New Jersey public school districts shall comply with all State and Federal laws related to equal employment, including but not limited to the New Jersey Law Against Discrimination (N.J.S.A. 10:5-1 *et seq*), Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Executive Order 11246 as amended, Equal Pay Act of 1963 as amended, and Title IX of the Education Amendments of 1972 (Higher Education Act).

(c) No school district shall enter into any contract with a person, agency, or organization if it has knowledge that such person, agency, or organization discriminates on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status, either in employment practices or in the provision of benefits or services to students or employees.

6:4-1.7 Compliance

(a) Each school district shall submit to the Commissioner of Education or designee a copy of its Resolution of Equal Educational Opportunity (See Section 3 (a) of this Chapter) and the name of its affirmative action officer (See Section 3 (c) of this Chapter) within 60 days of the effective date of these regulations.

(b) Each school district shall, within 120 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for School and Classroom Practices (See Section 3 (b) of this Chapter).

(c) Each school district shall, within 180 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for Employment/Contract Practices (See Section 3 (b) of this Chapter).

(d) The Commissioner or designee shall review the programs or plans, approve or reject said plans and shall notify the school system of his decision within 60 days of receipt of the plans.

(e) If the plan is in any way unacceptable, the Commissioner shall designate a person or persons to work with the school district to develop an acceptable plan, which must be completed and approved within 60 days of the receipt of the notice that the original plan was unacceptable.

(f) The plan must be initiated within a time period not to exceed 120 days from the time of its approval and must be fully implemented in accord with an approved time-table.

(g) If within one year of the effective date of the affirmative action plan a school district is still found not to be in compliance with these regulations or its plan was not implemented, the Commissioner may initiate, with the approval of the State Board of Education, action to suspend, terminate or refuse to award continued Federal or State financial assistance. The Commissioner may also make referral to any appropriate judicial and/or administrative Federal, State or local agencies.

6:4-1.8 State Review and Evaluation

(a) At least once every three years the Commissioner or designee shall review and evaluate the progress of each school district in implementing its affirmative action plan. If sufficient appropriations exist, the Commissioner may utilize the services of qualified independent consultants to effectuate the the review and evaluation. The Commissioner shall provide each local school district with a copy of such analysis.

(b) The Board of Education of each local school district shall make available to the community a summary of the review and evaluation in accordance with the procedures adopted pursuant to N.J.A.C. 6:4-1.2 (a).

(c) Any and all inadequacies in the program plan as revealed in the review and evaluation shall be corrected as soon as is practicable, but in no case shall correction of the plan be delayed more than 60 days from receipt of notice of inadequacy or noncompliance. If such inadequacy is not corrected in the specified time, it shall result in the procedure described in 6:4-1.7 (g).

6:4-1.9 Appeals

In accordance with N.J.S.A. 18A: 6-9, any individual may petition the Commissioner of Education to resolve a dispute arising under these regulations pursuant to procedures set forth in N.J.A.C. 6:24-1.1 *et seq*.

6:4-1.10 Effect of Related Statutes

The obligation to comply with these regulations is not obviated or alleviated by any State or local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

An order adopting these rules was filed and effective May 20, 1975, as R. 1975 d, 137.

This notice is published as a matter of public information.

For further information, contact Mrs. Nida E. Thomas, Director, Office of Equal Educational Opportunity, State Department of Education, 225 West State Street, Trenton, N.J. 08625. (Phone 609-292-5922)

## Legislation Prohibiting Sex Discrimination in Education Helps Bring Equal Opportunity to Both Sexes

It is the legal right of every student to take part in any school program. Every student has the right to enroll in any course or shop for which they qualify.

Today, we have many laws that insure that we are treated equally in education and employment. These laws protect everyone against unfair treatment. There are both State and Federal laws which guide schools and employers.

Before these laws were made, opportunities were not equal to all. There was discrimination and nothing could be done about it legally. The law, however, makes discrimination illegal!

Know the law . . . Take full advantage of the legal rights of students! This means that boys and girls can choose what they want to be.

One of the latest laws has a whole section on VOCATIONAL EDUCATION. That law is the Education Amendments of 1976 (P.L. 94-482). The section on vocational education is Title II.

Actions:

1. Try discussing how laws are made.
2. Invite local municipal law makers to speak to the class.
3. Have any of the students ever attended a city council meeting? What was that like? Who participated?

# TITLE II

OF THE
VOCATIONAL EDUCATION SECTION
OF THE EDUCATION AMENDMENTS
1976 (P.L. 94-482)

THE VOCATIONAL EDUCATION AMENDMENTS OF 1976 BECAME LAW ON OCTOBER 12, 1976

PL 94-482 STATES THAT IT IS THE PURPOSE OF THE VOCATIONAL EDUCATION TITLE II TO ASSIST STATES TO:...

- .TO OVERCOME SEX DISCRIMINATION AND
- .SEX STEREOTYPING IN VOCATIONAL EDUCATION

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# TITLE IX.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

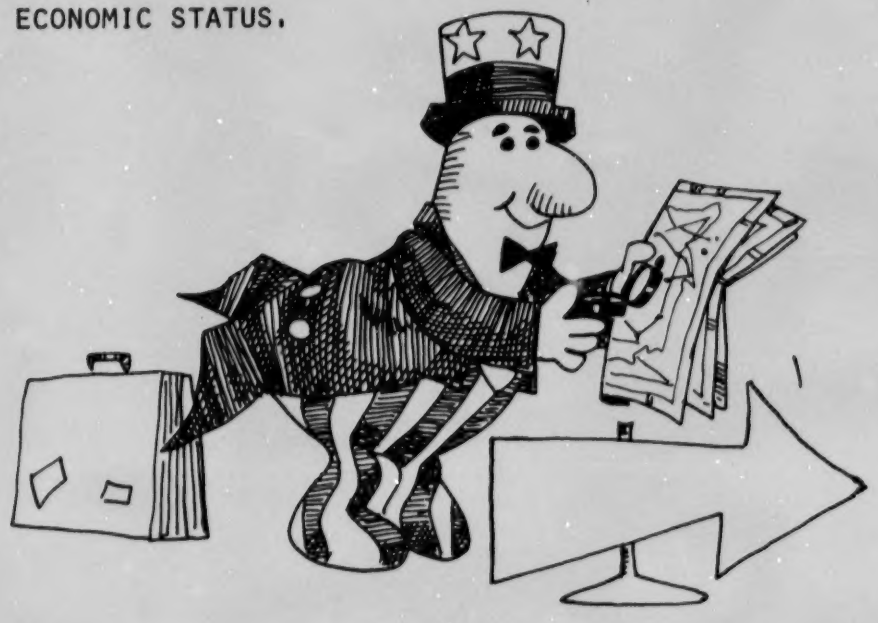
Title IX of the Education Amendments of 1972
Public Law 92-318.

# TITLE 6

## *New Jersey Education Law States...*

NO STUDENT SHALL BE DENIED ACCESS TO OR BENEFIT FROM ANY EDUCATIONAL PROGRAM OR ACTIVITY SOLELY ON THE BASIS OF RACE, COLOR, CREED, RELIGION, SEX, ANCESTRY, NATIONAL ORIGIN, OR SOCIAL, OR ECONOMIC STATUS.

THERE SHALL BE NO DIFFERENTIAL REQUIREMENTS FOR COMPLETION OF COURSE OFFERINGS OR COURSES OF STUDY SOLELY ON THE BASIS OF RACE, COLOR, CREED, RELIGION, SEX, ANCESTRY, NATIONAL ORIGIN, OR SOCIAL OR ECONOMIC STATUS.



## WHAT DO THESE LAWS MEAN TO YOU?

You may wish to discuss the laws and what they mean to students with other parents and teachers. However, in a nut-shell, here are some ways that the laws help students:

...Students have the right to select the courses and school activities they like and qualify for in public schools in New Jersey.

...School personnel, like teachers and counselors, must tell students about all the options open to them in the school when students are being counseled about their school programs.

...Students may seek a job for which they qualify and may not be refused because of their race, color, creed, religion, sex, national origin, or social or economic status.

...Men and women must receive equal pay for equal work.

...New Jersey Title 6 is concerned with all types of discrimination against both women and men.

...All vocational school programs are open to both males and females. Classes, such as home economics and shop classes, must be offered to both sexes in coed classes.

...All schools must have an affirmative action plan. That means that schools are required to look for ways to reduce sex discrimination in their school.

### Suggested Follow-Up Activities

1. Find out who is the affirmative action officer in your school district and discuss what an affirmative officer does in schools.
2. Check out the feelings of other students. What do they know about the laws?
3. Visit vocational and industrial arts departments in your school to find out about vocational courses. Do you see mostly all male students in certain classes and mostly all females in other classes? Yes? No?
4. Explore the law with your parents and school counselors. Share ideas and "feelings" with them.

# UNIT III

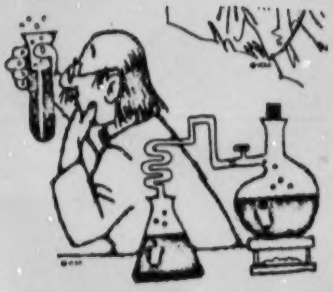
# FOCUS on SELF

## What Am I Like?

ADULTS ARE NEEDED TO HELP YOUNGSTERS LEARN ABOUT THEMSELVES!

(Review this section with the class)

## WHAT DO YOU LIKE?



**On the following pages, youngsters are asked to explore their interests. You may wish to discuss the several exercises with your class. Students may work in pairs or small groups.**

Participating in various activities is a good way of exploring yourself. By looking at what you do at school, at home, and in the community is another good way to explore your interests. What do you like to do, what are you good at doing? Remember the saying:

"PEOPLE RARELY SUCCEED AT ANYTHING UNLESS THEY HAVE FUN DOING IT."

(Place an X in the column which describes your feelings about the various activities.)

| IN SCHOOL | Love It | Like It | Hate It | I'm Good At It |
|---|---|---|---|---|
| Mathematics | | | | |
| Language Arts | | | | |
| Science | | | | |
| Creative Writing | | | | |
| Social Studies | | | | |
| Physical Education | | | | |
| Art | | | | |
| Music | | | | |
| Shop | | | | |
| Foreign Language | | | | |
| Home Economics | | | | |
| History | | | | |
| Other (What?)_____ | | | | |

(Place an X in the column which describes your feelings about the various activities)

| IN SCHOOL JOBS | Love It | Like It | Hate It | Not Interested |
|---|---|---|---|---|
| Caring for plants | | | | |
| Working with Audio Visual Equipment | | | | |
| Cleaning and organizing the room | | | | |
| Arranging for social activities (parties, dances, etc.) | | | | |
| Assisting with clerical duties in class in the office | | | | |
| Designing bulletin boards, posters and stage props | | | | |
| Other (What?)_____ | | | | |

| AFTER SCHOOL | Love It | Like It | Hate It | Not Interested |
|---|---|---|---|---|
| Student Council | | | | |
| Band | | | | |
| Chorus | | | | |
| Atheletics | | | | |
| Drama | | | | |
| Student Organizations (Future Farmers of America, 4-H Club) | | | | |
| Student Publication | | | | |
| Homework | | | | |
| Working around the house | | | | |
| Other (What?)_____ | | | | |

(Place an X in the column which describes your feelings about the various activities)

| AT HOME & IN COMMUNITY | Love It | Like It | Hate It | Not Interested |
|---|---|---|---|---|
| Planning and preparing meals | | | | |
| Budgeting and shopping for self and family | | | | |
| Construction and repairing clothes | | | | |
| Helping with home repairs | | | | |
| Mowing the lawn and/or indoor gardening | | | | |
| Taking care of your room | | | | |
| Cleaning the house | | | | |
| Washing dishes | | | | |
| Setting the table | | | | |
| Making beds | | | | |
| Vacuuming and sweeping | | | | |
| Participate in community recreation | | | | |
| Volunteer work (Red Cross, Hospital, other Community Agency) | | | | |

## As An Individual (Check those that apply to you)

I like to work:

____with my ideas or my mind

____with my hands as well as with tools

____with appliances and furniture that needs repair

____with large machinery

____in light work that requires detail

I like working:

____by myself

____with others

I like to be:

____indoors

____outdoors

I like to be with people:

____of my own sex

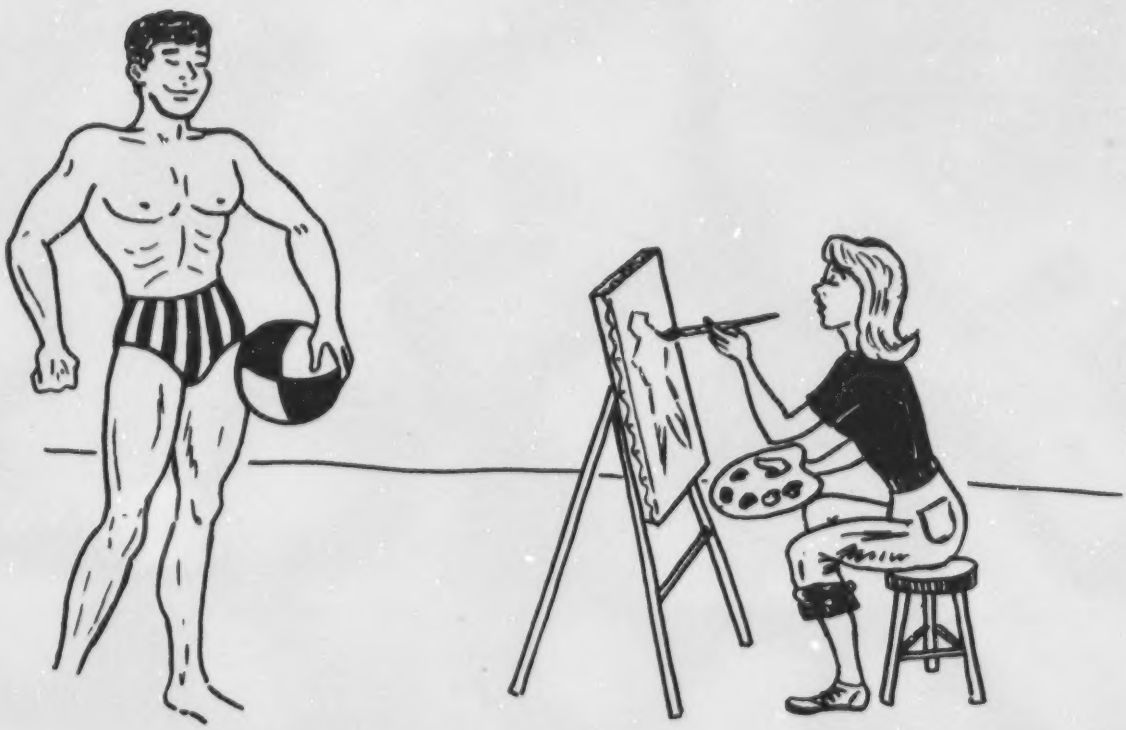
____of the opposite sex

____of both sexes

____who have many experiences

____who like the things I like

____who are not too different from me



NOW . . .

Compare your responses to those of other students in your class. Do you find that both girls and boys like and dislike many of the same things?

Discuss the areas where some students seem to have different feelings. Of course it is possible that in the class there are many different feelings about the various categories. Remember the purpose of the checklist is for SELF EVALUATION. You should be honest with yourself and with others in the class.

So far we have tried to show that the matter of eliminating sexism is a matter of helping people select what is right for them. It has been to present alternatives but leaving the matter of choice to individuals who may feel very comfortable and happy with some of the traditional as well as some new ideas and behaviors. It is all right to be different. If there are some things that you enjoy doing seem a little different than usually thought proper for one sex or the other, that's all right. If you think it is right for you, give it a try. Don't be afraid to give yourself a chance at what you know you like, and some activities that you are not quite sure that you like. Then, choose what you like and what you are good at, regardless of your sex, and start focusing in!

## THINGS I THINK I LIKE . . .

Read and think about the following checklist in terms of your interests, leisure time and work experiences. Using the code below indicate the ones you like or think you would like to do. Are there any that you would not like to do? Check those. Do you think some are more suitable for females or males? Check those in the proper column. And, finally do you feel that these activities are suitable for both females and males? Check those.

Code: L=Like D=Dislike F=Female M=Male B=Both Use (✓)

Interest and Attitude Checklist

| | (L) | (D) | (F) | (M) | (B) |
|---|---|---|---|---|---|
| Working with my hands | | | | | |
| Gardening (plants & foods) | | | | | |
| Working with metals | | | | | |
| Typing for myself | | | | | |
| Preparing a personal budget | | | | | |
| Driving heavy equipment | | | | | |
| Trucking | | | | | |
| Gourmet cooking | | | | | |
| Becoming a salesperson | | | | | |
| Banking & money management | | | | | |
| Working with technical instruments | | | | | |
| Woodworking | | | | | |
| Working with figures | | | | | |
| Writing reports | | | | | |
| Working in a laboratory | | | | | |
| Working with computers | | | | | |
| Taking care of the ill and aged | | | | | |
| Working with handicapped | | | | | |

| | (L) | (D) | (F) | (M) | (B) |
|---|---|---|---|---|---|
| Managing a business | | | | | |
| Working in fast-food industries | | | | | |
| Airline attendant | | | | | |
| Working as tour guide | | | | | |
| Working in hospital | | | | | |
| Working with power tools | | | | | |
| Working in printing shop | | | | | |
| Working in commercial arts | | | | | |
| Cooking for family members | | | | | |
| Working as a caterer | | | | | |
| Working with animals | | | | | |
| Forest Ranger or Parks person | | | | | |
| Caring for young children | | | | | |

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## WHAT DO YOU THINK?

Well, how did you come out? Now look at your responses.

Did you see specific areas of interest to you?

Did you have difficulty deciding whether or not some jobs or activities were more suited to females or males?

Did you become more aware of the problem of stereotyping?

If so, did you think about what you could do to help yourself and others to feel more freedom in their actions?

Now, you should be in a more flexible frame of mind. Even if you thought of yourself as being free from sexism, checking yourself again helps.

If you were able to check an equal number of responses "B" suitable for both female and male, then you are well on your way to bias-free thinking and understanding. This kind of thinking gives you a distinct advantage in planning your own life style.

After having completed the checklist, you should have affirmed your feelings about choosing freely and about being flexible. You should be more prepared to deal with the many options which you will encounter in the section on "SELECT" careers.

Being flexible means you are willing to try something different. It does not mean you are wishy-washy. It does mean you are open to change...It does not mean you are not sure. It means you are willing to explore.

## YOU AS AN INDIVIDUAL

As an individual student, you are preparing for life in a very large society. While preparing, think about your interests, abilities and your values (what is important to you). Keep in mind your goals and that in a few years you will be a wage-earning adult. You will work for a long time, and some experts say you will work for 43 to 50 years. That is why preparation for work is important and deserves your attention.

### INTERESTS, ABILITIES AND VALUES

INTERESTS: Measure your interests by what you enjoy. This is only one of many methods of measuring interests.

ABILITIES: How well you achieve in your regular school work is a way of determining what you can do well. Your teacher or guidance counselor would be helpful. Talk with your parent(s).

VALUES: VALUES ARE VERY IMPORTANT as you start selecting occupations and preparation for work. Values are difficult to describe. Basically, your values are those things that are important to you. What is important to you may be because those things are important to your family or your friends or someone you admire very much.

Teacher Note: Films and film strips related to interests and values are available that can help clarify this concept. (Your EIC is a good resource)

# EXPAND YOUR VOCABULARY ON GENERAL APTITUDES...

Everyone has special abilities which make them unique. Each person is stronger in some areas than they are in others. Try to identify the aptitudes from the following list which best describe your own strengths. You can capitalize on your strengths! Recognize any weaknesses and work on them.

INTELLIGENCE: the ability to adapt to changing situations; to apply knowledge and experience to new situations. In other words, intelligence is not WHAT you know, but how well you APPLY what you know to new situations.

VERBAL: the ability to understand the meanings of words and the ideas associated with them; the ability to use words clearly and effectively.

NUMERICAL: the ability to perform arithmetic operations (addition, subtraction, multiplication, division) accurately and with a reasonable degree of speed.

SPATIAL: the ability to visualize objects in two or three dimensions to understand forms in space, as well as their relationships. Example: being able to visualize the shape of a building by looking at the blueprints.

FORM PERCEPTION: the ability to perceive pertinent detail in objects or in pictorial or graphic material, as well as to discriminate and make visual comparisons.

CLERICAL PERCEPTION: the ability to recognize pertinent details in verbal (spoken) or tabular (tables, graphs or sets of figures) material; the ability to proof-read words and numbers to avoid errors.

MOTOR COORDINATION: the ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed.

FINGER DEXTERITY: the ability to move the fingers and manipulate small objects with the fingers rapidly and accurately.

MANUAL DEXTERITY: the ability to move the hands skillfully and easily; to work with the hands in placing and turning motions.

EYE-HAND-FOOT COORDINATION: the ability to get your eyes, hands, and feet to work together as a team in a coordinated manner.

COLOR DISCRIMINATION: the ability to identify and discriminate colors and shadings.

## RATE YOURSELF

Take a few minutes and re-read the section on General Aptitudes and Personal Preferences. Then rate your personal preferences and your aptitudes as you see them on the chart below:

| | IMPORTANT | NOT SURE | NOT IMPORTANT |
|---|---|---|---|
| ADVENTURE | | | |
| INTELLECTUAL ABILITY | | | |
| CREATIVITY | | | |
| ARTISTIC ABILITY | | | |
| PRODUCTIVITY | | | |
| INDEPENDENCE | | | |
| ORDERLINESS | | | |
| VARIETY | | | |
| SOCIAL SERVICE | | | |
| RECOGNITION | | | |
| LEADERSHIP | | | |
| FINANCIAL INCOME | | | |
| PHYSICAL PERFORMANCE | | | |
| | GREAT | SO-SO | NEEDS IMPROVEMENT |
| INTELLIGENCE | | | |
| VERBAL | | | |
| NUMERICAL | | | |
| SPATIAL | | | |
| FORM PERCEPTION | | | |
| CLERICAL PERCEPTION | | | |
| MOTOR COORDINATION | | | |
| FINGER DEXTERITY | | | |
| MANUAL DEXTERITY | | | |

## COMPARE YOUR OWN INTERESTS

By the time individuals have reached junior high school, they have heard about many kinds of work. Maybe you know students who have done a job for pay. You may know students who have held different kinds of jobs during the summer and after school which may not be the kind of work which they would want to do for a livelihood. These work experiences should be thought of in terms of exploration, the opportunity to test likes and dislikes about certain job situations. When you do work for pay or talk to friends who do, ask yourself...

How did that particular job situation suit me?
Would I be interested in pursuing a career in that area?
If so, Why? If not, Why not?

How much do you really know about yourself? Your aptitude, abilities and interests? There are several important steps you should take which are necessary to your decision-making about careers. Do you know enough about your own abilities? First step! Get to know yourself better!

It is true that most of the things we like and do are the things we have learned. We learn by seeing others perform. If we like what we see others do, we will most likely, want to do that thing, too, especially if we know, like and respect the individual.

Some people who influence us...
Our families
Parents
Sisters
Brothers
Aunts and Uncles
Teachers
Counselors and
Friends.....

"SUM UP"

THINK ABOUT YOURSELF...

What really interests me?
Are there any vocational courses that I have thought about but was reluctant to take because they were not typical for my sex?
What were they?
Who could help me decide?
Who should I talk with about these feelings?

How do I feel about separate classes and activities for females and males?

Has sex role stereotyping in vocational education in my school limited me---has it effected other students in my school?

Have I ever really thought about the limiting effect of sexism on students who might wish to pursue certain occupations or careers?

Would I feel shy to sign up for a vocational course where there were more males (females) even though I thought I might be very interested in learning the skill?

If you haven't before, start now to think seriously about your own particular interests, your abilities and special talents. These are all very important in your career or occupational decision making.

Vocational education is an important means of helping students meet their future wage earning needs and goals. Don't be limited by traditional "feminine" and "masculine" types of programs and job descriptors. Try what you think you like and what seems best for you!

# UNIT IV

## SOCIAL AWARENESS

Education and Work go hand in hand! Sometimes students fail to realize that what they do in school is related to what they might expect to do when they go to work. School and work are very important elements of the society in which we live. You may have wondered what reading, writing and arithmetic have to do with going to work. Why should you learn history and geography and all the other subjects offered in your school?

There are several good answers to these questions such as:

Reading and math are required to do some jobs.
Some subjects relate to specific careers.
You may need to read directions.
You may have problems to solve.

For whatever reason people work, it is very important that students are aware of the realities of the work force as it is today. Knowing what exists and what will be, in the labor market will help students plan, realistically, for the time when you will go to work.

You should think about the fact that in America there are only a few wealthy people who do not need to seek paid employment for their livelihood. The question, to work or not work, for most of us is easily answered...WE WILL WORK! It is our purpose to help you think seriously about your future so that you will be more likely to find satisfaction in work. Your self-esteem, self-concept and personal satisfaction should be considered.

Some social facts about the realities of the work force are presented for your information. Think seriously about what all this means to you as a student.

## SOCIAL AWARENESS

Where are You Now?
What Do You Know About The Law?
What Do You Know About Jobs, Women and Men in the Labor Market (World of Work)?

Start by testing yourself on the laws. This is a self-test to start your thinking about an important law which affects all students. You may want to read more about the laws, therefore, the New Jersey Law regarding Equity in Education in part is included in this section and several highlights of Federal Laws. A good resource person for any questions you may have would be the affirmative action officer in your school district.

The exercises consists of 10 items. Go ahead! See how well you do. Answers are provided in order that you might compare your responses with those considered to be adequate choices.

1. Do students have a right to enroll in any course of study for which they qualify in public schools?
2. When informing students about possible career, professional and vocational opportunities, is it legal for school personnel to restrict or limit the options presented to students on the basis of race, color, creed, religion, sex, national origin, or social or economic status?
3. Is it true that you have the legal right to seek a job for which you quality to perform and may not be refused solely on the grounds of your sex?
4. Is it true that the law requires women and men to receive equal pay for performing substantially equal work on jobs which require essentially the same skill, efforts and responsibility in the same establishment?
5. Do both females and males who are full-time students have the right to seek employment in a retail or service establishment if they are at least 14 years of age?

6. New Jersey Title 6 Law is concerned only with discrimination against women. True or False?
7. Vocational programs which in the past have been designed for one sex or the other (such as home-economic and woodshop) may continue to be offered to the female and male students in the traditional way. True or False?
8. Co-ed grouping in physical education classes is permitted on the basis of size, skill, ability. True or False?
9. Which office in the State Department is concerned with helping schools provide equity in vocational education?
10. Is it true that all public schools must have an affirmative action plan?

Teacher Note: Your students might enjoy taking this test about the law which affects them.

## Follow-Up Activities

1. Find out who the affirmative officer is and discuss the function of the office and the equity laws.
2. Check out your feelings about equal access for boys and girls. What do they know about the laws?
3. Visit vocational and industrial arts departments in your school to find out about vocational courses. Do you see male and female concentrations in certain classes? Why? Why not?
4. Explore the law with school counselor personnel. Share ideas and "feelings" with them and your child.

## ANSWERS

1. It is illegal for any public school receiving Federal financial assistance to deny students admittance because of their sex.

2. It is not legal. The law states that school personnel shall not restrict students in any way.

3. It is true that you may not be refused a job for which you qualify based on your sex alone.

4. It is true that the law requires equal pay for equal work.

5. Yes. There is no minimum age restriction for employment in agriculture for a full-time student outside of school hours.

6. False, the law protects males, races, color, creeds, religion as well as other things.

7. False, vocational programs such as home-economic and woodshop must be open to all students.

8. True, but not on the basis of SEX even for contact sports.

9. Office of Equal Access. Division of Vocational Education and Career Preparation (609) 292-2212.

10. It is true and the Office of Equal Educational Opportunity by law holds schools responsible to prepare a plan and file it in that office. (You may be interested to see your school's affirmative action plan.)

## Some Statistics

In 1975, nearly 37 million were working or looking for paid work outside the home.

-Women as well as men work to provide for themselves and for their families.

-During the decade 1965 to 1975, there were about 14 million jobs developed in new and expanding industries which provided jobs for more than 9 million women and nearly 5 million men.

-Nine out of ten women enter the labor force as wage-earners some time in their life span.

-Nine out of ten girls will work at some time in their lives.

-The number of working mothers (women with children under 18) has increased about ninefold since 1940.

-Women workers are concentrated in low-paying dead end jobs, resulting in lower earnings for women. Women earn about three-fifths the salary of a male worker.

-It is frequently the wife's earnings which raises the level of living of many families, and for some families this means their elevation above the poverty level.

-Women are 77% of all clerical workers. Clerks are among the lowest paid in business.

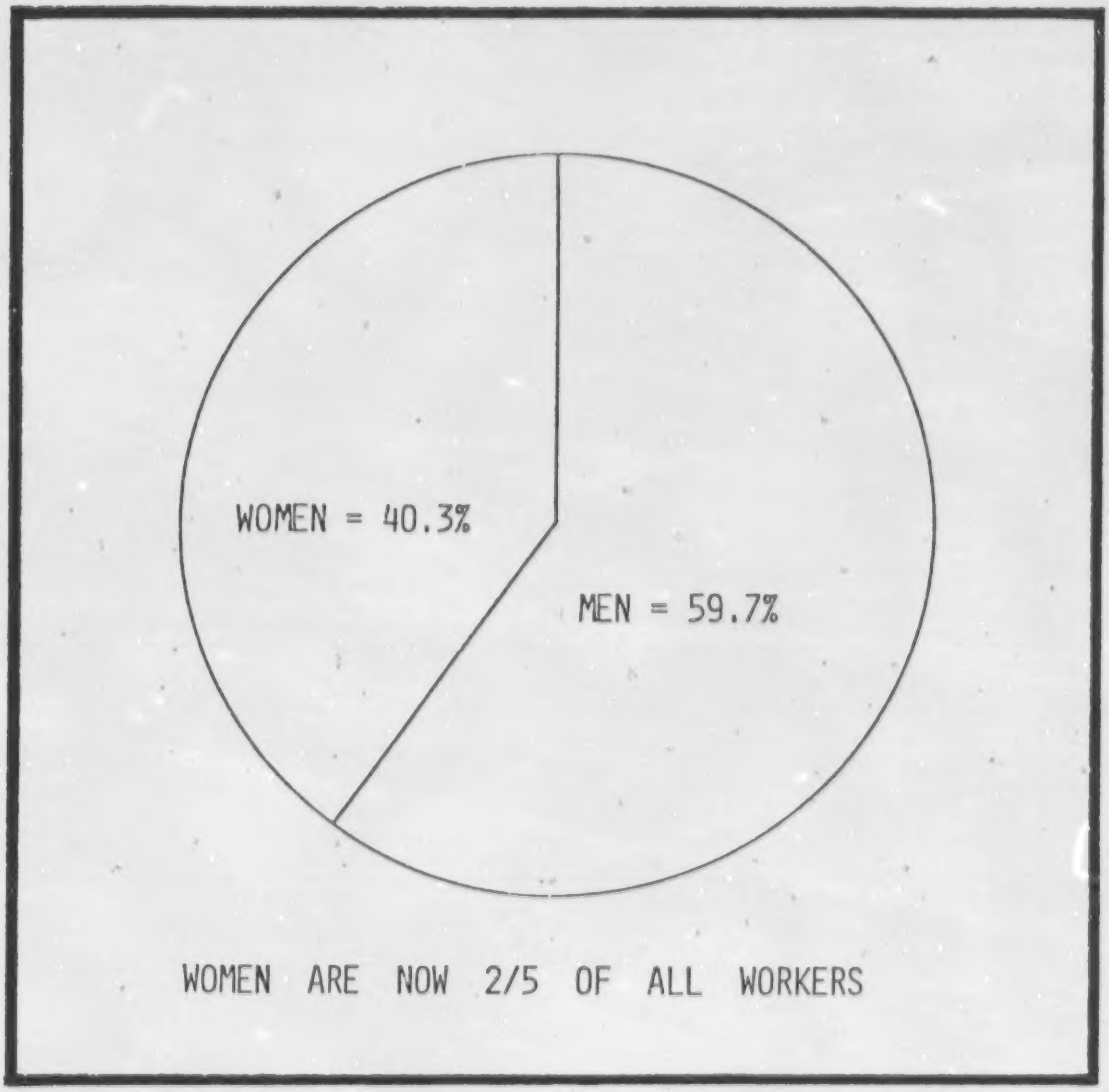
Source: United States Department of Commerce. Bureau of the Census, The Bureau of Labor Statistics.

# THE STATUS AND PARTICIPATION OF WOMEN IN THE LABOR FORCE

IN THE U.S. TODAY, WOMEN ARE ACTIVELY WORKING IN THEIR HOMES AND IN THE PAID LABOR FORCE. THE DEPARTMENT OF LABOR AND THE DEPARTMENT OF COMMERCE DEFINE WORK AS WORKING FOR PAY OUTSIDE THE HOME. THE INFORMATION PRESENTED ON THE NEXT FEW PAGES REFERS TO WOMEN AND MEN AND WORK FOR PAY OUTSIDE THE HOME.

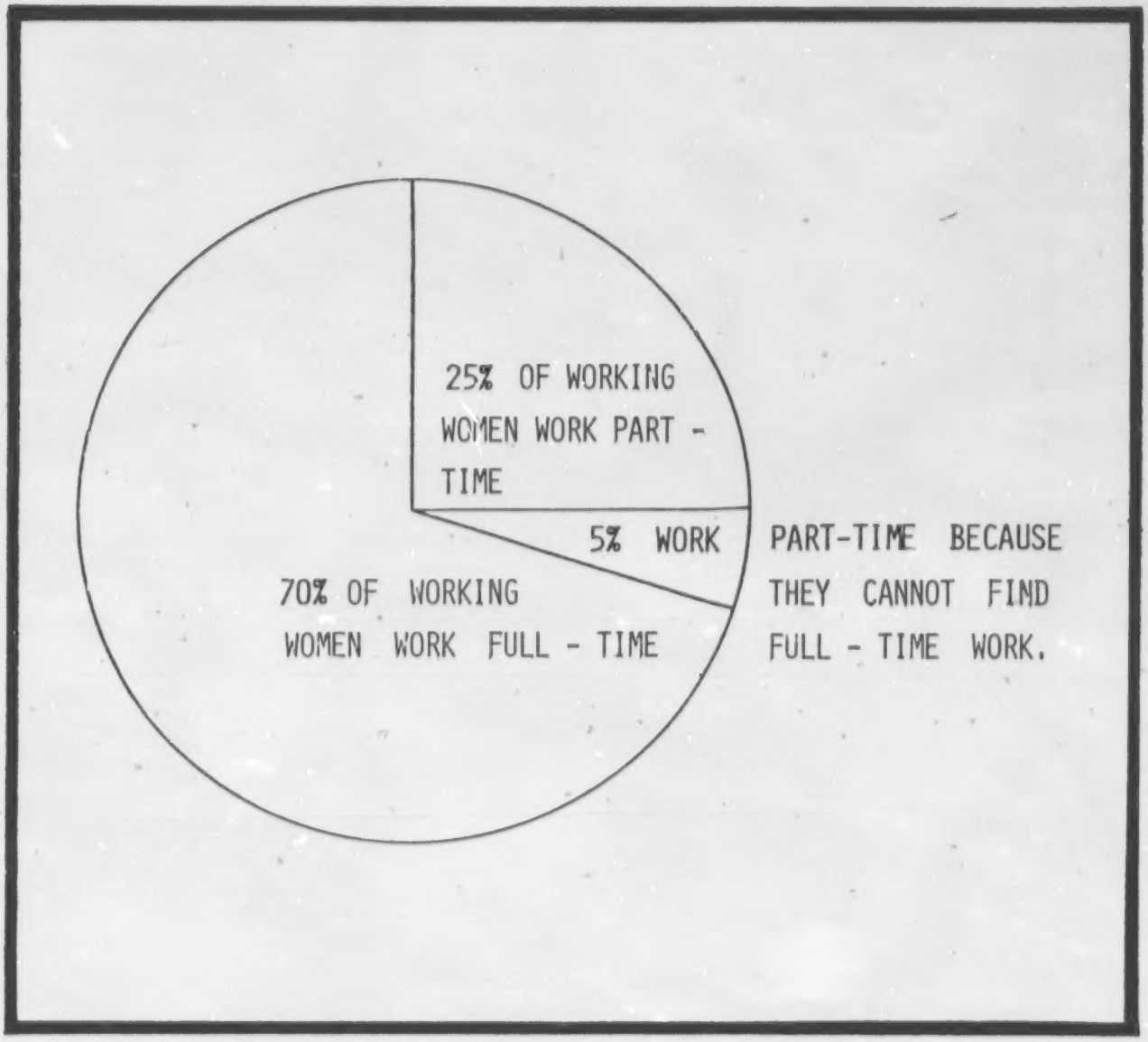
Teacher Note: Explore with the class.
What are statistics?
How do we get this information?
What does statistics mean to us?
How do statistics help us plan in school?

WOMEN WORKING HAS MORE THAN DOUBLED SINCE 1950.




Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and U.S. Department of Labor, Bureau of Labor Statistics.

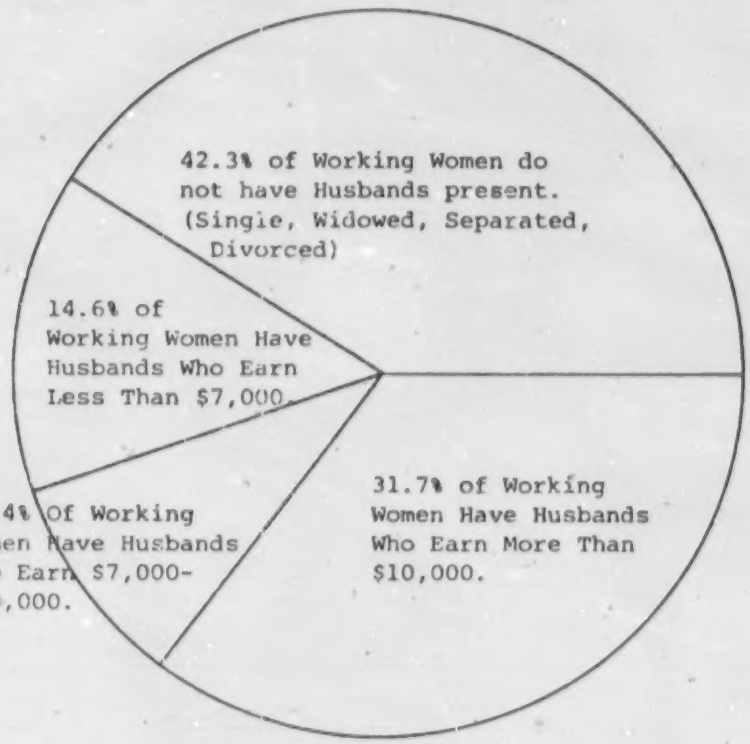
IN ADDITION TO WORKING FOR MANY YEARS, 7 OUT OF 10 WORKING WOMEN ARE WORKING FULL-TIME.


25% OF WORKING WOMEN WORK PART - TIME
5% WORK PART-TIME BECAUSE THEY CANNOT FIND FULL - TIME WORK.
70% OF WORKING WOMEN WORK FULL - TIME

Source: U.S. Department of Labor, Bureau of Labor Statistics.

WOMEN AND MEN WORK FOR A VARIETY OF REASONS . . . SELF-FULFILLMENT, CAREER DEVELOPMENT, BUT MOSTLY OUT OF ECONOMIC NECESSITY. THIS CHART REFUTES THE COMMONLY HELD MYTH THAT MOST WOMEN WORK FOR "PIN MONEY". WOMEN WORK TO SUPPORT THEMSELVES AND FAMILIES!

## Income of Husbands of Working Women


42.3% of Working Women do not have Husbands present. (Single, Widowed, Separated, Divorced)
14.6% of Working Women Have Husbands Who Earn Less Than $7,000.
11.4% Of Working Women Have Husbands Who Earn $7,000-$10,000.
31.7% of Working Women Have Husbands Who Earn More Than $10,000.

All Working Women

68.3% OF WORKING WOMEN EITHER SUPPORT THEMSELVES, THEIR CHILDREN, OR CONTRIBUTE IN AN ESSENTIAL WAY TO THEIR FAMILY INCOME.

Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and U.S. Department of Labor, Bureau of Labor Statistics.

CHANGES IN FAMILY COMPOSITION AND ROLE DEFINITIONS WITHIN FAMILIES ADD TO THE NECESSITY FOR WOMEN TO MAKE A "LIVING WAGE."

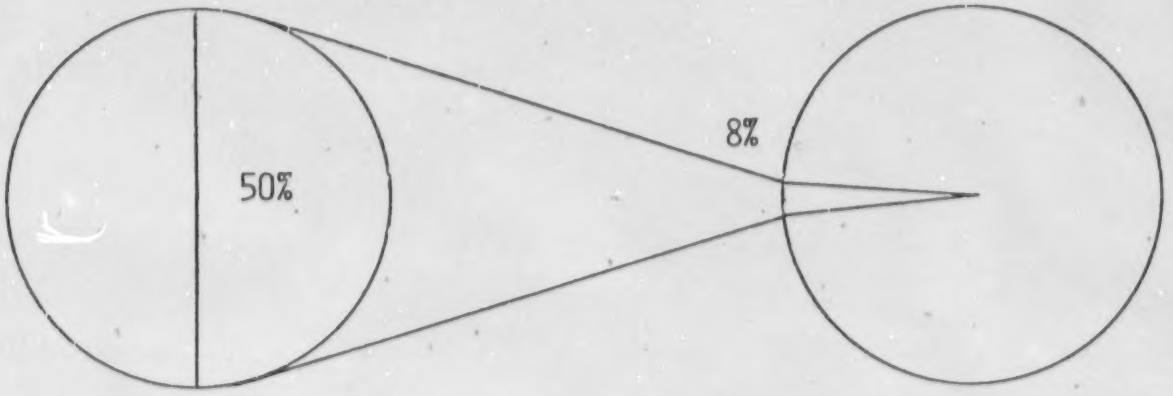
-- FAMILIES HEADED BY WOMEN* HAVE INCREASED 100% SINCE 1940, WHILE ALL FAMILIES HAVE INCREASED BY 70%. FAMILIES HEADED BY WOMEN CONSTITUTE 13% OF ALL FAMILIES.

-- THE FAMILY MODEL OF THE HUSBAND AS THE BREADWINNER, WITH THE WIFE AS A FULL-TIME HOMEMAKER, EXISTS FOR ONLY 34% OF ALL HUSBAND-WIFE FAMILIES.

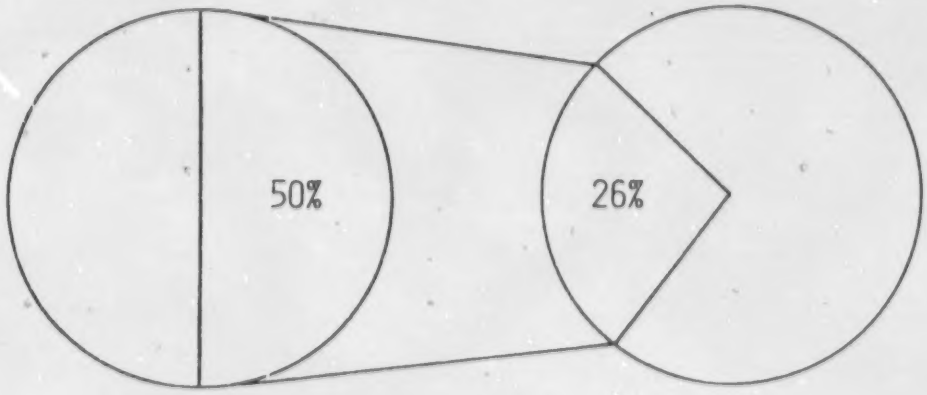
* The U.S. Department of Census defines a family as headed by a woman when there is no man present.

Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and Special Labor Reports 189 and 190, U.S. Department of Labor, Bureau of Labor Statistics.

THE PRIMARY REASON FOR THE DISCREPANCY BETWEEN THE WAGES OF WOMEN AND MEN IS THAT MOST WOMEN ARE CONCENTRATED IN A SMALL NUMBER OF OCCUPATIONS. TRADITIONAL WOMEN'S JOBS ARE IN THE LOWER - PAYING OCCUPATIONS, OR LOWER - STATUS POSITIONS WITHIN THE HIGHER - PAID OCCUPATIONAL GROUPS.




1/2 OF ALL WOMEN ARE CONCENTRATED IN 8% OF THE MAJOR OCCUPATIONS.




1/2 OF ALL MEN ARE SPREAD THROUGHOUT 26% OF THE MAJOR OCCUPATIONS.

Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and U.S. Department of Commerce, Bureau of the Census.

WOMEN, LIKE MEN, ARE LIKELY TO SPEND A SUBSTANTIAL PROPORTION OF THEIR LIVES IN THE PAID LABOR FORCE.

-- THE "TYPICAL" 25 - YEAR - OLD WOMAN OF TODAY WILL WORK FOR 34 YEARS AND MARRY AND HAVE 2 CHILDREN.

-- WOMEN WHO ARE SINGLE, DIVORCED, SEPARATED OR WIDOWED WILL WORK 41 YEARS.

-- MEN MAY EXPECT TO WORK FOR 41 YEARS.

Sources: Wisconsin Feminists Project Fund, Inc., P.O. Box 1291, Madison, Wisconsin 53701; and Special Labor Report 187, U.S. Department of Labor, Bureau of Labor Statistics.

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## Women and Men as Paid Workers

When we look at the facts in our society about how roles of women and men are changing, we can see, better, why schools, communities and businesses and industries need to change. Clearly, family considerations and job market demands and patterns in our society point out the need for equal opportunity for both sexes to train and prepare to qualify and enter well-paying jobs of any type based on personal preference.

According to PARADE SPECIAL INTELLIGENCE REPORT, July 15, 1979

> WORKING WOMEN: One of the most basic changes in the lifestyle of this nation over the past 20 years is the number of women working. A recent census study shows that half the women in the U.S. were working last year, as were both spouses in two-thirds of our families. The American female content to be known as "just a housewife" is rapidly going out of style.

# UNIT V

## LOOKING TO THE FUTURE

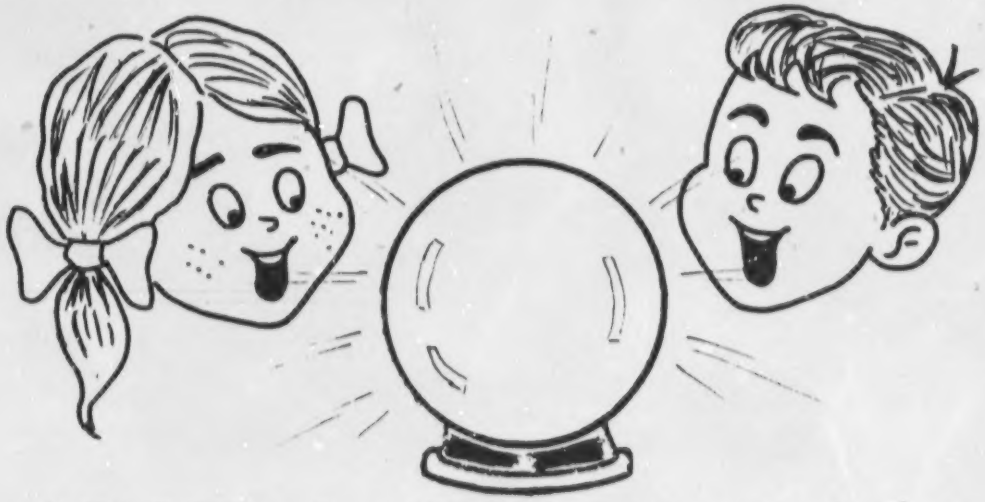
Much has been said about men and women working for pay. By now you should be thinking about what all this means to you. How will you be affected by all this as an adult? How can you use all this information as you prepare for your life as an adult? As a paid worker?

We hope that by now, you are thinking about relating your interests, your abilities and your own personal values to planning and making decisions about your future in the world of work. Do you now see how taking vocational courses at school that may be unusual for your sex might help you achieve your occupational or career goals?

If you still have questions, this next section of your handbook will be very helpful in answering some of these questions. Some answers will come to you as you explore the various career and occupational resources.

You may want to give some serious thought about vocational education now and for your future!

You may wish to try a mini-course in one or more of the areas.



SELECT... Be What You Want To Be!

## OCCUPATIONAL CLUSTERS

Expand your vocabulary! *(Use your dictionary)*

clusters-
occupational education-
career ladder-
cooperative education-
communications-
graphics arts-
construction-
industrial production-
marketing and distribution-
consumer education-
entry-level-
apprenticeship-

Why Look at Clusters

In thinking about careers and occupations you should be familiar with the "cluster" concept. A career cluster consists of any number of different jobs that are in the same field and which are under the same classification. An example of an occupational cluster is Communications and Media. If you are interested in this cluster you might think about working in: advertising, photography, broadcasting, newspaper reporting, press operator, technical illustrating or as a control room operator.

We could go on and on listing jobs related to each of the 15 clusters. Some jobs are entry-level or starting positions. Many job opportunities in a cluster may become available to persons working in the area. Sometimes to be eligible for the new openings, some training is necessary. Some training will be formal and some will be on-the-job training. When people enjoy their work and want to remain in the field they are in, they should be willing to be trained for advancement on the job. Many businesses and industries provide the needed training.

Researchers say that most people will change jobs at least 7 times in their work life. People change jobs when there is a demand in the job market for new workers. People change jobs for more money and for various other reasons. Remember that there are nearly as many females as men in today's labor force to be trained for new and developing occupational areas. Women in traditionally male jobs will receive higher pay. This is one of the advantages of being nontraditional. Knowing the "clusters" will help people move more freely in training and in jobs.

# HERE THEY ARE ... 15 OCCUPATIONAL CLUSTERS

## AGRIBUSINESS AND NATURAL RESOURCES

SUPPORT AND REGULATIONS
RESEARCH
FORESTRY
LAND AND WATER MANAGEMENT
FISHERIES AND WILDLIFE
MINING AND QUARRYING
PETROLEUM AND RELATED PRODUCTS
PRODUCTIVE AGRICULTURE
PROCESSING AND MARKETING
SERVICE

## BUSINESS AND OFFICE

ACCOUNTING
COMPUTER
SECRETARIAL SCIENCE
MANAGEMENT
PERSONNEL
FINANCE, INSURANCE, REAL ESTATE
OFFICE (CLERICAL)

## COMMUNICATIONS AND MEDIA

JOURNALISM
MOTION PICTURES
TELEPHONE AND TELEGRAPH
RECORDING INDUSTRY
RADIO AND TELEVISION BROADCASTING
SATELLITE AND LAZER TRANSMISSION

## CONSTRUCTION

WOOD
METAL
MASONRY
ELECTRICAL
FINISHING
HEAVY EQUIPMENT OPERATIONS
ENGINEERING AND SUPPORT SERVICES

## CONSUMER AND HOMEMAKING EDUCATION

FOOD
HOUSING AND HOUSEHOLD EQUIPMENT
TEXTILE AND CLOTHING
FAMILY ECONOMICS AND HOME MANAGEMENT
FAMILY RELATIONS AND CHILD DEVELOPMENT
EXTENSION SERVICE

## ENVIRONMENT

POLLUTION PREVENTION AND CONTROL
DISEASE PREVENTION
ENVIRONMENTAL PLANNING
RESOURCE CONTROL

## FINE ARTS AND HUMANITIES

THE VISUAL ARTS
OCCUPATIONS IN WRITING
THE PERFORMING ARTS
ARCHITECTURE
RELIGION AND THEOLOGY
LANGUAGES AND LINGUISTICS
HISTORY AND MUSEUMS

## HEALTH

MENTAL HEALTH AND MENTAL HEALTH SERVICES
MEDICAL AND BIOLOGICAL SCIENCE SERVICES
DENTISTRY AND DENTAL SCIENCE SERVICES
GENERAL HOSPITAL AND MEDICAL OFFICE
RELATED OCCUPATIONS
MEDICAL EMERGENCY SERVICES
ADMINISTRATION OF HEALTH SERVICES
PERSONAL AND COMMUNITY HEALTH SERVICES
PHARMACEUTICAL SCIENCE AND SERVICES
PROFESSIONAL MEDICAL SUPPORTIVE PERSONNEL
MEDICAL PROFESSIONS

## MANUFACTURING

MANAGEMENT
SCIENTISTS
ENGINEERS
TECHNICIANS
CRAFT WORKERS
SKILLED WORKERS
SEMISKILLED WORKERS
UNSKILLED LABORERS

## MARINE SCIENCE

RESEARCH
MINERAL AND CHEMICAL EXTRACTION
OFFSHORE DRILLING
FISHING
AQUACULTURE
MARINE TECHNOLOGY AND ENGINEERING
SURFACE AND ONSHORE SUPPORT

## MARKETING AND DISTRIBUTION

MARKETING MANAGEMENT
MARKET RESEARCH AND ANALYSIS
PURCHASING
SALES PROMOTION AND TRAINING
SELLING PHYSICAL DISTRIBUTION
RELATED BUSINESS SERVICES

## PERSONAL SERVICES

DOMESTIC SERVICES
LODGING AND RELATED SERVICES
BARBERING, COSMETOLOGY, AND RELATED SERVICES
DRYCLEANING, LAUNDRY, AND APPAREL SERVICES
STEWARDS, ATTENDANTS, AND MISCELLANEOUS
PERSONAL SERVICES
DOMESTIC ANIMAL CARE
FOOD AND BEVERAGE PREPARATION AND SERVICE

## PUBLIC SERVICES

ADMINISTRATION AND REGULATORY SERVICES
URBAN DEVELOPMENT
EDUCATION
PROTECTIVE SERVICES
POST OFFICE
PUBLIC UTILITIES
PUBLIC HEALTH
LABOR AFFAIRS
PUBLIC TRANSPORTATION
SOCIAL SERVICES, REHABILITATION, CORRECTION
PARKS AND RECREATION

## RECREATION AND HOSPITALITY (TOURISM)

COMMERCIAL AND NONCOMMERCIAL TRAVEL BUREAUS
TRAVEL AGENCIES
TRANSPORTATION
PUBLIC, INDUSTRIAL, AND PRIVATE RECREATION
(COMMERCIAL AND NONCOMMERCIAL)
RECREATION CONCERNED WITH NATURAL RESOURCES

## TRANSPORTATION

HIGHWAY TRANSPORTATION
RAIL TRANSPORTATION
AIRBORNE TRANSPORTATION
PIPELINE TRANSPORTATION
WATER TRANSPORTATION

Teacher Note: Sources of Information about jobs and job classifications:

Dictionary of Occupational Titles

Occupational Outlook

U.S. Department of Labor bulletins (some are free)

New Jersey Occupational Resource Center

# WANT TO LEARN A TRADE?

## SELECT...VOCATIONAL EDUCATION

Things are changing in vocational education! Much more is needed! We do see some movement of women into the skilled trades, technical and service areas as well as the movement of males into fields which have been dominated by women. New technology has created many new jobs. Males and females will need to be aware fo the training needed to prepare to fill jobs that are challenging and pay well.

Below is a list of some of the jobs to be filled in the years ahead. Look at the jobs---think of all the possibilities. So you see jobs within jobs or job clusters? Think about the salary ranges for each of the jobs listed. Salaries will increase as demands rise. If any area interests you, refer to the Dictionary of Occupational Titles for more information. Speak to teachers and counselors. Visit your Career Education Center for more information and sources. Check the Library.

Review the list below. Then refer again to your responses to "Your Work Values" ratings and "Your Interests."

| Job Title | Average Annual Income |
|---|---|
| Air Conditioning, Heating and Refrigeration Mechanic | $11,700 - $25,085 |
| Auto Body Repairer | $20,900 |
| Auto Mechanic | $19,500 |
| Business Machine Repairer | $10,700 - $20,900 |
| Carpenter | $22,300 |
| Dental Laboratory Technician | $15,300 - $19,200 |
| Electrician | $15,300 - $24,500 |
| Plumber | $25,100 |
| Police Officer | $10,000 -$22,500 |
| Press Operator | $19,500 |
| Sheet-metal worker | $24,400 |
| Tool-and-die maker | $17,800 |
| Travel Agent | $10,000 - $21,400 |
| Truck Driver (local) | $17,800 |
| Welder | $11,700 - $26,800 |

Which ones would you like to know more about?
Do you know someone who does this job?
Do you think both females and males can do these jobs?

Source: WEEON

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## WHAT DO YOU WANT TO BE?

In deciding about the future, you will need to start checking out some very specific information about kinds of work people do.

Use the topics list below to answer some questions about your child's career aspirations. Ask your self and others to help you to clarify your perceptions about the following:

_____Employment Outlook
_____Kind of Job or Career
_____Work Environments
_____Qualifications, Preparation and Training
_____Unions and Employee Organizations
_____Discriminations
_____Entrance Exams
_____Entry-Level and Advancement on the Job
_____Salary and Earnings, Other Benefits
_____Transportation (to and from work)
_____Personal Mobility
_____Programs for Other Than College Bound

Other areas to check have to do with your personal work values. The list is by no means complete. You may have other ideas which you will include. The list is not in priority order. You may want to rate yourself on your feelings about each item. Place the list in an order which satisfies you and your own values regarding work. Use the scale of 1-20, 1 being the most important to you and 20 being the least important.

In this section, some occupational clusters are shown with some options in the cluster, preparation needed, subjects you should be taking (and be "good" at). For each cluster given there are some suggested activities. Be flexible, be fair with yourself and have fun thinking and finding out about the exciting career possibilities for yourself. Remember there are many more options from which you may SELECT for exploration.

Other areas where there will be many job openings in the future fit under a general classification called "Occupational Clusters." A cluster is a group of jobs which are related to a general classification and where training for one job in a cluster may enable an individual to move freely to other areas within that same cluster. For instance you may be interested in Communications and Media: Here are some jobs in the communications and media field. These jobs may be held by anyone with the proper training; some entry level others may be more advanced.

Photography
Telephone Repair
Commercial Art
Typesetter
Camera Room Developer
Lineotype Operator
Technician (Various - Types)

The presentation of the "cluster" idea in this section is to help motivate you to explore and to help you to realize there are many more jobs requiring vocational and technical training which may interest you.

SELECT →

# COMMUNICATIONS AND MEDIA

The job market for technicians is continuously growing, especially in the radio - TV broadcasting field. Opportunities are reported to be in more than 6,500 radio and 695 TV broadcasting stations in the industry. Other jobs such as house wiring, electrical repair are well paid and open to men and women.

| WANT TO BE | THEN GO TO | BE GOOD AT | TRY THESE |
|---|---|---|---|
| Electrical Inspectors | High school and vocational training, for training as a carpenter, electrician, or plumber apprenticeship would be required | General subjects | Try a class project involving an electrical system using batteries. |
| TV and Radio Service Person | Technical school, vocational high school and study of electronics, theory, apprenticeship. | Math, high school physics, mechanical drawing and electric shop, English and speech. | Try using an electronic kit or amateur radio. Join the science club in high school. A field trip to service a center in large companies would be interesting. |
| Electrical Repair Worker | High school vocational, on-the-job apprenticeship. Examination for licensed electrician. | Algegra, trigonometry physics, electricity and basic science courses. Special: blue print reading. | Write U.S. Department of Labor for information about occupations and job opportunities with the federal government. |
| Technician-Radio-TV Broadcast | High school and electronics in technical school, on-the-job training. Federal Communication Commission License. | Math, science, mechanical training. | Practice working in groups to produce sound effects, lighting for school plays or assemblies. |
| Electronic Data Processing Machine Operator | High school essential, business school helpful. On-the-job training for 1-6 months | Math, algebra, English business and office mechanics. | Visit a company which uses computers. Examine computer printouts, data cards and data processing equipment. |

GO ON → SELECT →

SELECT →

# CONSTRUCTION

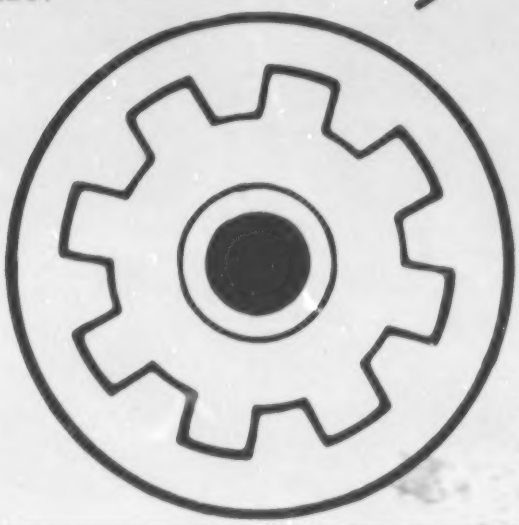
Prepare for the field of construction and related occupations. Opportunities are available with general contractors, railroads, public utilities, factories, governmental agencies, and highway departments in most areas of the U.S. There may be several construction sites in your town.

| WANT TO BE | THEN GO TO | BE GOOD AT | TRY THESE |
|---|---|---|---|
| Drafter | High school vocational shop - wood, metal, electrical, apprenticeship training. | Science, math mechanical drawing | Visit a drafting room in a vocational school near you. Examine the equipment and speak with drafting students. |
| Painter, Production | High school desirable apprenticeship or on-the-job training | Math, science and physical ed. art | Observe a worker in a Print Shop or ask your teacher to invite a worker to speak to your class. |
| Landscapers | High school and on-the-job training | Science, math, physical ed. | Visit a nursery or greenhouse. Try a project at home. |
| Building Crafter | High school and on-the-job training | Math, science, physical ed., mechanical drawing | Observe the worker, get a job as helper as soon as possible. |
| Interior Designer | 2 or 3 year course in art school and on-the-job training | Math, science, english art | Observe the worker. Try your own artistic ideas at home and at school. |
| Glazier (glass) | High school and 3 year apprenticeship. | Math, science, and physical ed. | Visit an establishment where glass is prepared, work part-time for a construction company as helper. |
| | | | Select from the options and do some research. Don't forget to use the library and your Career Ed. Center. |

GO ON → SELECT →

# MANUFACTURING

SELECT →



Industrial Production
Related Occupations

Persons interested in occupations in industrial production work may work for manufacturing companies, governmental agencies, construction companies, railroads, public utilities and other employers.

| WANT TO BE | THEN GO TO | BE GOOD AT | TRY THESE |
|---|---|---|---|
| Welder | High school and/or trade vocational school, on-the-job training | Math, science, and mechanical shop. | Prepare a report for one of your subjects, visit any of the below: a ship yard, auto body shop, steel workers, public utilities company. |
| Upholsterer | High school, vocational school | Math, science, art housing interior, decorating textiles, mechanical art. | Visit an upholsterer shop, talk with worker, research related materials appropriate for home or industrial upholstering. Auto assembly plants employ upholsterers also. |
| Tool and Die Maker | High school apprenticeship | Math, science, mechanics | Visit machinery manufacturing indistries. Talk with machinist. |
| Technicians (Air Conditioning) | High school and two years at a technical school or jr. college | Science, math, mechanics, English, business | Visit manufacturing concerns etc., repair shops, study manuals. |
| Technician (Atomic Energy) | High school, Technical Inst., on-the-job training | Physical science, math, electronics | Write to your State Offices Department of Labor, Civil Service Office and to the Atomic Energy Commission for information. |

GO ON → SELECT →



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SELECT →

# PUBLIC SERVICE

The service occupations employ people in various jobs that relate to protection of life and property. This cluster also includes the areas of health services and the fast-growing field of recreation, such as occupations in hotels and state parks, etc. Can you think of others.

| WANT TO BE | THEN GO TO | BE GOOD AT | TRY THESE |
|---|---|---|---|
| Firefighter | High school ed, written test of intelligence, continuous education plan, two year post H.S. in fire technology. | Routine physical exercise, learn to take test well. Practice courage building, Fundamental of science physical ed., communications. | Have a firefighter come to to school. Plan to attend training sessions, take life saving courses. |
| Police Officer | High school education. Civil Service Examination. | Communication, physical ed., and health, business, law, math, history, and psysical self-defense, sports, educational process, writing up observations. | Talk to local police, visit college program, see about police cadets. |
| Therapists (Inhalation) | High school plus 2 years in hospital school of inhalation. | Health ed., math, science, communication Ability to work in groups. | Visit hospital, talk to worker, volunteer to work, |
| Technologists-Radiologic (X-Ray) | High school plus 2 years in hospital school of X-Ray Technology Examination | Math, science, English business and office. | Visit hospital, volunteer to work. |

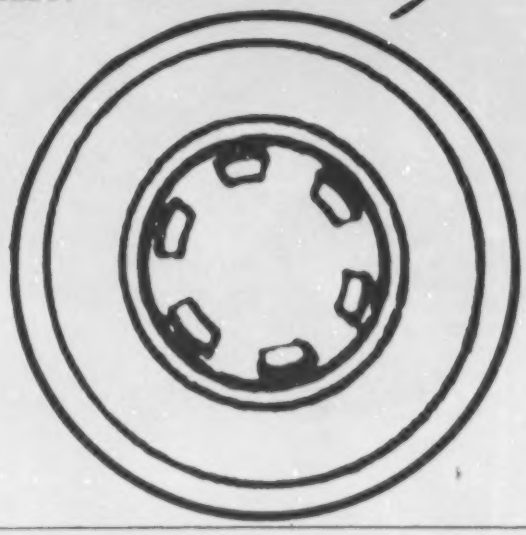

* Dictionary of Occupational Titles, Fourth Edition, 1977 - U.S Dept. of Labor
* Encyclopedia of Careers and Vocational Guidance, Vol. II Careers and Occupations
- J.G. Ferguson Publishing Company - Chicago
- Double day Company, Inc.
Good Ref: Mitchell, Joyce, Other choices for Becoming a Women. (Pittsburgh : KNOW Inc. 1974
Suggestion - H.S. girls.



GO ON → SELECT →

# TRANSPORTATION

SELECT →



Transportation Related Occupations

Transportation occupations provide opportunity for employment with railroads, water air transportation companies. There are jobs in passenger services and many miscellaneous transportation occupations... Drivers, Mechanics, etc.

| WANT TO BE | THEN GO TO | BE GOOD AT | TRY THESE |
|---|---|---|---|
| Industrial Traffic Manager | High school and beyond for advanced levels, college. | Reading, geography, English, math, chemistry, physics, bookkeeping, typing and business practice, safety ed., charting, map reading | Examine materials in the school library or Career Education Center. |
| Telegraphers (Railroad Traffic) | High school, examination to screen out color-blindness.* | Communications, typing or similiar skill, physical ed. and health. | Observe a worker. |
| Truck Driver or Bus Driver | High school and driver training course | Safety ed., communication, geography, business. | Interview a truck driver. |
| Mechanic, Airplane | High school plus 18-24 months trade or technical school, 3-4 years apprenticeship. License FAA (Federal Aviation Agency). | Math, science, English, physics, and chemistry. | Visit an airline repair shop. Ask your teacher to invite a person working in this cluster to speak to your class. What about viewing film loops, film strips, and 16mm films... |

* Dictionary of Occupational Titles, Fourth Ed., 1977. Occupational Outlook Handbook 1978-1979 edition. Science Research Associates, Handbook of Job Facts.

GO ON → SELECT →

# GRAB BAG

## Some Industries Will Grow Like Pumpkins

The Bureau of Labor Statistics has prepared projections of employment by industry through 1990. Overall, employment is expected to grow less rapidly than it did in the 1960s, but some industries will grow much faster.

The service industries, especially private medical care and miscellaneous business services, will lead the pack, if current trends continue.

These ten industries will have the highest rates of growth in employment:

Medical services other than hospitals and doctors' and dentists' services;

Miscellaneous transportation equipment, such as motor homes;

Miscellaneous business services, such as mailing services;

Synthetic fiber manufacturing;

Computer and peripheral equipment manufacturing;

Hospitals;

Floor covering manufacturing;

Transportation services;

Copper ore mining; and

Radio and television broadcasting.

## Others will Wither Like Prunes

Several industries are projected to employ fewer people in 1990 than they did in 1977. The largest cutback is expected among private household workers, a result of the decreasing supply in this group. Lower demand for some goods will cause employment drops in other industries.

These ten industries are projected to have fewer workers in 1990 than they did in 1977:

Chencial and fertilizer mineral mining;

Leather tanning and industrial leather manufacturing;

Structural clay product manufacturing;

Private households;

Wooden container manufacturing;

Manufactured dairy products;

Gas utilities;

Agricultural dairy and poultry products;

Sawmills and planing mills; and

Railroad transportation.

These industrial projections will be used to assist analysts in the preparation of the next edition of the Occupational Outlook Handbook, due out in the Spring of 1980. Additional details of the industrial projections will appear in a future Quarterly.

## Employees Turn Over Like Flapjacks

The average firm hires about as many workers during the year as it employs at any one time, according to the first study ever made of total hiring in the private sector. In other words, a firm with 100 employees is likely to hire about 100 new ones during the year. New employees usually don't fill new positions, however. The need to replace workers who leave the company accounts for most of the hiring.

The study, which was commissioned by the U.S. Employment Service, points out that the average is high because industries such as building construction, eating and drinking places, amusement and recreation establishments, and hotels and motels have hiring rates in excess of 220 percent.

On the other hand, some industries, such as communications, public utilities, and air transportation, have rates of less than 32 percent.

Rates also vary widely by State, ranging from 200 percent in Wyoming to 48 percent in Pennsylvania and Michigan.

Source: Occupational Outlook Quarterly, Summer, 1979

# VOCATIONAL EDUCATION IN YOUR FUTURE?

There are several ways of pursuing and achieving your career goals for the future. You may want to investigate such options as:

...enrolling in an Apprenticeship Program as a high school student
...attending an area Vocational School
...attending a Technical Institute after high school
...enlisting in the Armed Services after high school
(many females and males choose this route because of the continuing educational opportunities)
...attending a Two or Four Year College after high school

Today, in most schools "mini" courses give students a sampling of vocational and other courses. Some students are in "work study" programs while some vocational students opt for cooperative programs in high school. Co-op programs like apprenticeships provide real job experiences to participating students. The concept of apprenticeships for females is expanding rapidly and is preparing women for non-tradiitonal well-paid employment.

Don't be reluctant to SELECT vocational education. Vocational Education is Changing! Where you use to see mostly male shops and female homemaking classes...you now see a better balance of both males and females in shops and home economics classes.

VOCATIONAL EDUCATION FOR BOTH SEXES IS IN !

IT IS NEEDED BECAUSE...

MANY NEW AND EXISTING OCCUPATIONS REQUIRE VOCATIONALLY TRAINED PERSONNEL!

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## SELECT - - - IT'S UP TO YOU

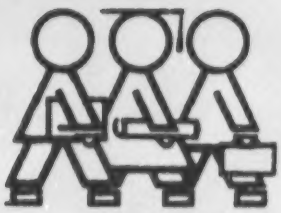
By now you should understand better the importance of selecting from the options in vocational education.

It is hoped that this booklet has helped you to:

- -become aware of the laws favoring sex-fairness in vocational education
- -understand the changes that are in the process for female and male students in vocational education
- -be more aware of vocational options
- -think positively about your own attitude toward equal educational opportunity for both sexes
- -expand your vocabulary
- -expand your social awareness about women and men in the labor force and the changing role of families
- -have a better awareness of yourself...your interests, abilities, values and needs
- -explore career information systems
- -preview some careers and look at the "clusters of occupations."

## AND, FINALLY TAKE A LOOK TO THE FUTURE

Ultimately, your future is pretty much up to you. You must make the most important decisions about where you want to go...What you want to be...and What route you will take to get to your own career goals.



| HERE'S WHERE TO GET INFORMATION: | |
|---|---|
| SOURCE | LOCATION OR (CONTACT) |
| Dictionary of Occupational Titles | Library, Career Resource Center |
| Guidance Information System | School Library, Career Resource Center, County Library |
| Texts | Career Resource Center Library - Classroom |
| Filmstrips | Career Resource Center Library - Media Center |
| Films | Library, Career Resource Center, Media Center |
| Audio Tapes | Library, Career Resource Center, Media Center |
| Specialist in Field | Consult Career Education Specialists, Teachers; Cooperative Education Teachers |
| National Association, Unions | Library, Parents, Career Resource Center, Community |
| Teachers in the Field and School Counselors | School: Junior High School, High School, Area Vocational School |

Resources

Educational Improvement Centers
New Jersey Occupational Resource Center
Project Freedom (Middlesex County)
County Career Coordinators
Office of Equal Access (N.J. St. Dept. of Ed., Dev. Vocational Education and Career Preparation
Training Institute for Sex Disegregation in School (Rutgers University)
Office of Equal Education Opportunity (N.J. St. Dept. of Education)

# OTHER SOURCES OF INFORMATION

Now that you have rated your personal priorities in terms of occupational needs and listed the skills which you possess, it is time to seek out more information from those people with whom you deal daily.

FAMILY MEMBERS: Sit down with a family member and discuss your future educational and career plans. Ask for opinions regarding how well they think you might fit into various career fields.

SCHOOL COUNSELOR: Your counselor has access to your specific test results, your report card grades, your attendance since you started school, and your health record; Is well qualified to interpret the meaning of these records to you in terms of a career. In addition, your counselor can arrange for you to take the following specialty tests:

OVIS: OHIO VOCATIONAL INTEREST SURVEY
GATB: GENERAL APTITUDE TEST BATTERY
ASVAB: ARMED SERVICES VOCATIONAL APTITUDE BATTERY
KUDER PREFERENCE TEST
PSAT: PRELIMINARY SCHOLASTIC APTITUDE TEST
SAT: SCHOLASTIC APTITUDE TEST (college boards)
CMI: CAREER MATURITY INVENTORY

FRIENDS: Good friends can give you valuable insight into the way you appear to others.

TEACHERS: Career discussions in class or after school with your teachers can provide valuable information regarding how others see you in terms of responsibility, promptness, and neatness in completing assigned tasks.

EMPLOYEES: People working in jobs or job areas of interest to you can be very helpful.

CAREER RESOURCE CENTER: Most Career Resource Centers have books, pamphlets, tapes, sound filmstrips, magazines, movies and other materials that you should examine.

# BEAR IN MIND

IF YOU ARE A FEMALE...REMEMBER..

...Both males and females are working for many years of their lives. 48% of all women are in the paid labor force.

...By the year 2000 there will be as many women as men in the paid labor market outside the home.

...On an average, a young woman today can expect to work for pay about 23 years of her life.

40 years if she remains single
30 years if she marries and has no children
15 to 25 years if she has children (depending on the number of children that she has).

...Although she may marry, a young woman will probably work outside the home for pay.

47% (almost one-half) of all married couples in the United States are working for pay outside the home.

...9 out of 10 females now in high school will work for pay at some time in their lives.

6 out of 10 (better than one-half) of all women will work outside the home for about 30 years.

...Mothers of young children (under six years of age) are entering the work force faster than any other group of people entering the work force.

...Women work to support families.

...Women work to add to the family income so that the family needs are met.

...Women and men are working in different job groups:

35% of all working women are clerks, while only 7% of all working men are clerks

The job groups that women are working in are:
Clerical and service workers.

The job groups that most men are working in are:
Craft workers and operators.

Clerical and service workers earn less money per year than do craft workers and operators.

IF YOU ARE A MALE...REMEMBER..

...Both males and females work for the same reasons, stretching the family budget is the main reason.

...Only about 30% of the jobs that men have today allows them to be the "Breadwinner."

...As a man you will probably work for 41 years of your adult life, the "typical" woman who is 25 years old now will work 34 years, 41 years for the single women who does not marry or is divorced, separated or widowed.

...13% of all the families in the United States are headed by a woman.

...Both women and men are starting to move into jobs that may not be usual for their sex because of the different kinds of jobs, and there are many more women working than ever before.

...Changes in the family and in the roles of family members make it necessary for women to work to earn a living.

...34% of all married couples have the husband as "Breadwinner" and the wife as "Homemaker"... that's not even one-half of the married couples!

..."Feminine" and "Masculine" jobs are becoming a thing of the past.

## SUGGESTIONS FOR EXPLORING OCCUPATIONS AND CAREERS

Students of all ages may engage in the discussion of work and why it is important to learn about jobs.

Discussion Questions:

A. What is work?
   1. Have students give definitions
   2. Examples of work . . . work for pay and non-paid work

B. Who works and Why?
   1. Discuss the "Who" of working. Who does what kind of work?
   2. What are the jobs and careers of the parents of the students?
   3. Why do people work?

C. What skills might be needed to do various kinds of jobs (List these)?
   1. Education needed
   2. Personal Qualities
   3. Specific training
   4. Special Training

D. Can most work be done by both males and females?
   1. Students may debate . . . pro and con (giving reasons and examples in support of their point of view.
   2. Brainstorm ideas

Activities to Try

A. Have students read "want ads" and select jobs of interest to them

B. Investigate job titles which might be new to them or different from traditional job titles

C. Invite speakers who are in nontraditional jobs to come to the classroom (Students should help decide who should be invited).

D. Have students interview school personnel (professional and nonprofessional) to determine the kinds of jobs people in their school have done.
   1. Collect pictures of people interviewed. Match person with a recent photo showing the person on the job.
   2. Try to determine how many different kinds of jobs people have done.
   3. Were some jobs unusual for a male or a female?

E. Visit the area vocational school or the vocational department in your school.
   1. Do you see boys and girls?
   2. What courses are they taking?
   3. Who is taking shop classes?
   4. Are there co-educational food, prep, clothing, and child care classes?
   5. Discusss feelings about co-educational home economics. How can this area be improved?

F. Plan and implement a Career Day emphasizing nontraditional occupations.

## GLOSSARY OF TERMS

| | |
|---|---|
| AFFIRMATIVE ACTION | An action program that is designed to equal opportunity for all persons, especially minorities. |
| DISCRIMINATION | The type of behavior that favors one group over another in treatment. |
| EQUITY | Fairness and equal distribution of priviledges and rights to everyone. |
| EQUAL | All the same in size, value, number, degree and rank. |
| NON-SEXIST | Without sex bias, an individual is aware of sex bias in our society. |
| NON-TRADITIONAL | A movement away from old ways of behaving based on ideas, laws, and standards. |
| PREJUDICE: | To hold feelings and attitudes of dislike, fear or hostility against an individual/group based on preconceived notions and unfamiliarity. |
| ROLE | The behaviors of persons of a group which they are expected to perform. |
| ROLE STEREOTYPING | Assigning behaviors to individuals and groups of individuals based on their race or color or sex. |
| SEX BIAS | Prejudice that is based on the sex of a person. |
| SEX ROLE STEREOTYPING | Expecting certain behaviors, jobs or occupations for individuals based on their sex. |
| SOCIETY | A group of people who are identified by their agreement and practice of certain norms, rules and laws based on a set of values. |
| STEREOTYPE | A generalization made about a person or particular group, based on usually negative and unfounded attitudes about the person or group. |
| TITLE 6 | The New Jersey Law which promotes equality in educational programs in schools in New Jersey. |
| TITLE IX | A Federal law which is an amendement against discrimination on the basis of sex. |
| WORKING WOMEN | Women in the paid labor force. (Housework and childcare takes from 50-90 per week and was valued by Kenneth Gailbraith at about $13,000.00 per year. |